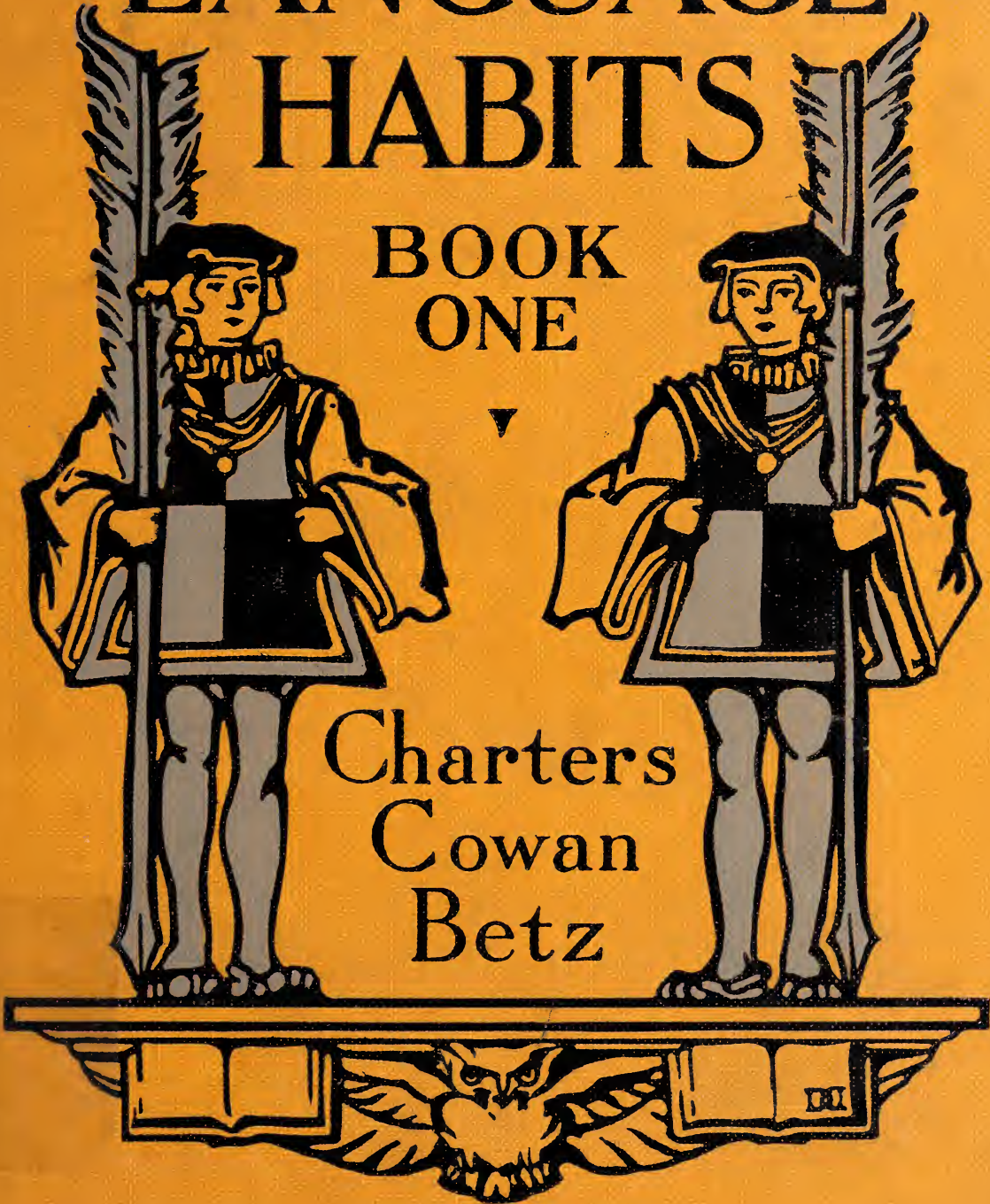


ESSENTIAL LANGUAGE HABITS

BOOK
ONE



Charters
Cowan
Betz





To the Review Editor

Knowing that you are interested in new educational texts, we take pleasure in sending you this book for review in your publication. We shall appreciate receiving a copy of the issue in which the review appears.

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ESSENTIAL LANGUAGE HABITS

A New Edition in Color

BOOK ONE

BY

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PREFACE

IN this new edition of *ESSENTIAL LANGUAGE HABITS*, as well as in the original one, the authors have had three objectives in mind. In the first place, they carefully ascertained, through a nation-wide study and investigation, exactly what the minimum essentials of language and grammar are. These minimum essentials constitute the backbone of the series. In consequence, *ESSENTIAL LANGUAGE HABITS* deals only with common, practical needs and with the techniques which control language difficulties.

Secondly, the authors have developed and employed techniques for the formation of correct speech habits. They believe that the study of language and grammar is futile unless thereby children grow into the habitual use of correct language. In order to improve speech it is necessary to give practice in using correct forms until their use becomes automatic. This means that the practice material through which the correct forms are taught must be interesting, and further, that exercises, drills, games, and tests for the accomplishment of this purpose must be the core of instruction. All known and proved methods for forming correct language habits have been used in connection with interesting and valuable selections from literature, illustrations, games, drills, and original compositions.

The third objective is concerned with teaching language effectively. As this objective can be reached only through the application of language to activities, *ESSENTIAL LANGUAGE HABITS* provides for its attainment by a thoroughgoing utilization of conversation, letters, club work, debates, and other language activities. Furthermore, in the last analysis, language teaching is controlled more completely outside the language period than within it. In the writing of themes, the preparation of reports, and in all class work, language is a means of carrying out school activities. The

material in **ESSENTIAL LANGUAGE HABITS** is therefore so arranged that it can be used in connection with the language phases of other subjects.

The problem of individual differences of children in language ability has been provided for through the use of tests given at the beginning and end of each year and the checking lists for daily use. The tests disclose language areas in which the student is weak. The checking lists provide facilities for these children to refer constantly to authoritative rules whenever they are engaged in writing, either in language courses or in the other subjects of the curriculum.

Experimental research studies have been made which show that a liberal use of tests greatly improves the quality of instruction in language and grammar and thus insures greater achievement. Consequently, the authors have secured the assistance of Ernest C. Witham, Associate Professor of Education, Rutgers University, an expert in the field of tests and measurements. The tests included have been made to fit the text and at the same time conform to the approved practice of the objective, or new-type, tests. They represent a variety of types, and it is suggested that, with these as models, the teacher make up similar tests, in this way accumulating a valuable supply of objective tests, easy to administer and score.

In short, the authors of the series have attempted to determine the content of language and grammar, to provide methods for making correct form habitual, and to arrange the material in the text so that it may be used in connection with the language work of the pupils outside the language recitation. In addition they have provided objective measures of improvement in language skill.

Special acknowledgment is here made of a great amount of assistance rendered by many teachers, critics, and assistants, whose number is too large for individual mention.

— THE AUTHORS

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PART ONE

1.* Telling Stories

One day in June the postman brought a letter to grandfather at his home in the country. It had been written by Helen, the little girl whom you see in the picture. I am sorry to say that, although Helen had just been promoted to the third grade, her mother had to write the address on the envelope for her.

But grandfather was more interested in the letter than in the envelope. He hurried into the house and said to grandmother, "I have just had a letter from Helen. She says that she will be here in July! I am going to plan a big surprise for her. I shall buy her a pair of rabbits. But don't you tell!"

Grandfather did just as he had planned, and here we have a picture of Helen with her rabbits.

Do you think Helen is pleased with grandfather's gift? How can you tell? Do the rabbits look as if they were happy? How would they look if they were frightened? Where do you think the rabbits stay at night? If you are sure you know what rabbits like to eat, you may tell the class about it. How would you play with these rabbits if they were yours? What names would you give them?

* Starred lessons contain new points of technique.

Telling a Story about Rabbits. If you have ever had anything to do with rabbits, tell about the most interesting thing you ever saw one of them do. What do you suppose Helen and the rabbits will do this summer? Will she always remember to feed and care for her pets? What will become of the rabbits when Helen goes home?

Helen was feeding her rabbits one sunny morning when Pete, the old brown dog, came rushing toward her. One of the rabbits saw Pete before he saw the rabbit, and away bunny darted across the field with his cotton-tail standing straight up in the air. Helen finally caught him again, but we should like you to tell us what happened before she found him. Make the story exciting!

Imagine that you were the rabbit, and tell us what you thought and did. Imagine that you were the dog and tell what you did.

In our lessons this year you will probably tell some stories which will be very interesting to all of us. You must, therefore, learn to tell them well. One rule that is very important is this:

Always stand squarely on your feet.

It is not polite to lean against the desk or lounge around when you are telling a story.

2.* Reading a Poem

Sliding is great fun! Everybody slides on ice or snow, especially down hills and toboggan slides, whenever possible. If there is no ice, boys and girls have been

known to slide down cellar doors, and stairs, and sometimes down water slides. But the finest thing in the world to slide down is something quite different. At least, that is what this poem says. Read the poem carefully and see whether you agree.

SLIDING DOWN HILL

Sliding down hill in the summer time,
Ho! it's the jolliest fun!
Swish and whiz, and down you go,
Then to the top you run.

What if the thistles do prick a bit
And straws stick in your hair!
Oh, come for a rollicking slide down hill
Way out in the meadow there.

It smells so sweet with the clover tops!
Ho! come for a romp away!
Now isn't it fun to slide down hill
When the hill is a stack of hay?

GRACE MAY NORTH

Of what is this hill made? How high would such a hill be? Did you ever slide down this kind of hill? Tell about it. Do you think it is as much fun as sliding on ice? Why do you think so? You slide fast on this hill. What words tell you so? What happens to your hair and your hands and your face as you go sliding down? How do you get up to the top again?

What part of the poem do you like best? Be ready to read it to the class.

Draw a picture of the haystack with one girl sitting on the top of it ready to slide, one boy on the way down, and another boy lying on his back on the ground at the bottom.

Telling a Story. Tell the story of the time when you had the most fun sliding on ice; on the water slide; down hill on a sled; down a straw stack. Choose a story which the class does not know.

When you tell this story, be careful neither to shout nor to speak in a whisper. Try to tell it so that the boy farthest from you can hear, for he is very much interested in your story.

What was the rule given in the first lesson? Here are two more rules:

Talk quietly but distinctly enough to be heard by the child farthest from you.

Choose a story which the class does not know.

3. A Picture to Study

The boy whom you see at the right of the picture is Richard Thompson. Every day after school is over he sells papers. One afternoon, as he was coming from the newspaper office, he saw some men with three trained bears. Just then an artist happened along and made some sketches. Richard watched the bears so long that he almost forgot to sell his papers.

These bears seem to be doing tricks. What do you



think the one with the stick is going to do? What is the bear in the center standing on? Why do you suppose the bear at the left is wearing a muzzle? Why do the men have the bears perform on the street? Why do you think the artist wants to sketch them?

Have you ever seen bears? Where? What color were they? How large were they? Did they do any tricks? Tell about them. What do you know about wild bears? What do they find to eat in the woods? How do they spend the winter? What do baby bears look like? Why would not a bear make a good pet?

Telling a Story. After you have answered these questions, tell the story of some very interesting tricks you have seen performed by a dog, a cat, a squirrel, a monkey, or any other animal.

4.* Game : A Secret

(Doesn't — Don't)

This year we are going to have a very happy time studying language and playing games. Today we shall play the first language game, in which we shall use the words "He doesn't" and "She doesn't" over and over again. The game is played in the following way :

One pupil leaves the room and, while he is gone, the other pupils choose some object easily seen by all. When the pupil returns, he is supposed to guess the object chosen.

Suppose he says, "It is the teacher's desk." The teacher will say, "Does he know our secret, Ellen?" and Ellen will say, "No, he doesn't." Then the boy guesses again. Thus the game will continue until the pupil guesses the name of the object chosen. Then another boy or girl will leave the room, and the class will choose another object.

Remember that you should always answer, "No, he doesn't," or "No, she doesn't," when a wrong guess is made.

5. Words That Rhyme

Robert Louis Stevenson has written many beautiful poems for children, some of which, of course, you already know. What are they? In the poem on the next page he seems to think that swinging is the "pleasantest thing ever a child can do." Read the poem to find out the reasons why he thinks so.

THE SWING

How do you like to go up in a swing,
Up in the air so blue?
Oh, I do think it the pleasantest thing
Ever a child can do!

Up in the air and over the wall,
Till I can see so wide,
Rivers and trees and cattle and all
Over the countryside—

Till I look down on the garden green,
Down on the roof so brown—
Up in the air I go flying again,
Up in the air and down!

ROBERT LOUIS STEVENSON

Why does he think swinging is so wonderful? Perhaps this child lives on a hillside, and that is why he can see so many things beyond the garden wall when he swings high. What does he see? What does the child see as the swing comes down?

Would you rather go up in a swing or ride on a merry-go-round? Perhaps you like better to run on the giant stride in the playground. Which of these do you like to do best? Tell a story about the time when you did one of these things.

Look at the last words in the first and third lines of the poem. *Swing* and *thing* end in sounds that are alike. We say that such words *rhyme*. In this poem, at the end of the lines, there are six pairs of words that

rhyme. Write them. One pair does not rhyme very well. Which pair is it?

Learn this poem so as to recite it from memory.

Draw a picture showing a boy swinging very high.

6.* Statements and Periods

Why is the little girl so much interested in watching the pig? Perhaps she has just brought the pig his supper. What do you think she has been doing with the spoon? Think of a name for the little girl. If this is her pet pig, she very likely has a name for him too. What do you think it is?

Does the little girl live in the city or the country? Perhaps, like Helen, she is visiting her grandfather. How is the pig kept from running away? Have you ever known a child who had a pig for a pet?

Today you are to write about a picture instead of telling a story. But, before you begin, look for a moment at what we have written :

The pig is hungry.

The little girl has brought the pig his supper.

She likes to watch the pig eat.

“ The pig is hungry ” is called a **sentence**. Read the two sentences following it. These sentences each tell, or *state*, something about the girl or about the pig. We call them **statements**. What is the difference between the first letter in each statement and the other letters? We call the large letters **capital letters**. A sentence always begins with one.



What little mark do you see at the end of each statement? This dot is called a **period**. Always place a period at the end of a statement.

Write the four rules at the end of this lesson. Try to fix them in your mind so that you will not forget them. Then write five statements of your own about the picture. Be sure to follow the rules.

The first letter in a sentence is always a capital letter.

Place a period at the end of a statement.

Writing should be plain and neat.

All words should be spelled correctly.

7.* Capital Letters

You learned in Lesson 6 that the first letter of a written statement is always a capital letter. In poetry, the first letter of every line is a capital letter. In the poem which you studied in Lesson 5 there are twelve lines, with a capital letter at the beginning of each line. What are the capital letters? How many times do you find the capital letter *U*? Is any other capital letter used more than once?

The new rule is this:

The first word of each line of poetry begins with a capital letter.

Written Exercise. Copy the first stanza of the poem in Lesson 5 very carefully, putting in all the marks. If you have time, copy the other stanzas. Remember to write neatly and to spell every word correctly.

Speaking Distinctly. Pronounce these words so that the *-ing* sounds like the *-ing* in *swing*:

coming	playing	running	hitting	singing
going	ringing	walking	eating	laughing

8.* Too Many *And*'s

Some children use *and* so many times that one wonders why they do not wear the word out. One boy told this story:

Last Saturday I went to the circus and I liked the clown best and there were many wild animals and they were in cages.

Now read it once more, leaving out all the *and's*, and notice how much better it sounds.

A third grade boy told the following story exactly as it is written here.

Once upon a time there was a little boy and he thought he was tall because he was standing up on a teeter-totter and his dog wanted to stand up there too and so did the little girl but her mother was afraid because she was so little and they all wanted to go away up in the air so that they would have a nice teeter.

How many periods are there in this story? How many times do you find the word *and*? Read the story without the *and's*. Don't you think the story sounds very much better with the *and's* left out?

It is so important to be careful about the use of *and* that we shall make this rule:

Do not use too many *and's*.

You now have four very important rules for telling stories. If you should happen to forget them, remember that they can be found in Lesson 8. Copy the rules. Read your copy over carefully to see that you have them all correct. Then memorize them.

These are the four rules:

1. Stand squarely on your feet.
2. Choose stories which the class does not know.
3. Talk quietly but distinctly enough to be heard by the pupil farthest from you.
4. Do not use too many *and's*.

Write the two stories in this lesson leaving out the *and's*. Begin each sentence with a capital letter and place a period at the end.

Tell your favorite story to the class. As you tell it, keep in mind the four rules, especially the rule about *and*. A story like this is sometimes called an oral composition.

9.* Telling a Story from an Outline

Read this story slowly and carefully, for you will be asked to tell a part of it and afterwards to act it.

THE ELVES AND THE SHOEMAKER

THE POOR SHOEMAKER AND HIS WIFE

There was once a shoemaker who worked very hard. He had a good wife who helped him all she could. Every day they were busy, cutting and tapping and sewing, from the time the sun looked in at their window in the morning until long after the candles were lighted at night. All their work could not keep them from getting poorer and poorer, for times were very hard. At last all their coal was gone and they had no money to buy more.

“Here is just enough leather to make one pair of shoes,” said the shoemaker, blowing on his cold fingers. “If we work late into the night, we can have the shoes ready to set in the window early in the morning. Perhaps some one will buy them on his way to work. Then I can hurry out and buy coal with the money so that we can have a warm place to work.”



He soon had the shoes cut out, but just as he laid the pieces of leather on the table, the last candle flickered and went out.

“We can’t work in the dark,” said the shoemaker’s wife. “We had better go to bed now and get up early in the morning.”

So they lay down in the darkness and were soon fast asleep.

WHAT THE OLD PEOPLE FOUND IN THE MORNING

As soon as the gray light showed the shoemaker that day was coming, he got up and tiptoed to his workbench. He meant to be very quiet so as not to waken his tired wife, but he was so excited by what he saw that he cried out before he knew it.

“Look!” cried the shoemaker. “Look!”

His wife came running to look, and she cried out too.

“Look!” they both cried together. “Just look!”

There on the bench, where they had left the leather, stood a new pair of shoes, beautifully sewed, all ready to put in the window.

“How did they get here?” the old people kept asking each other. “Who could have sewed them up?”

The shoemaker hastened to set the shoes in the window, and hardly had he done so when in walked a man who bought them, just as they had hoped. With the money the shoemaker bought a little coal, some food, a candle, and leather for more shoes. When the candle went out that night, there were two pairs of shoes, all cut out ready to be sewed in the morning. When morning came, the old people were just twice as excited as they were before, for there on the bench stood two pairs of shoes, all finished ready to be set in the window!

“It is too wonderful to be true,” said the shoemaker’s wife. “It will never happen again!”

But it did! Every night the shoemaker cut out more shoes. Every morning new shoes stood on the bench. Every day people came in and bought the beautifully sewed shoes. The shoemaker and his wife had enough to eat, and were always warm. They even saved a little money, like the thrifty people that they were.

WHAT THE OLD PEOPLE SAW AT NIGHT

One night the old people were so full of wonder that they could not sleep.

“Let us watch,” said the shoemaker’s wife, “and find out who sends us all this good fortune.”

They waited in the darkness without making a sound. At midnight a wee laugh, like the tinkling of a tiny silver bell, made them gasp.

“Quick!” cried the shoemaker. “Let us hide behind the curtain.”

Through the keyhole two jolly little elves came dancing and tumbling into the room, and went bobbing and floating about like thistledown in the wind. Their clothes were tattered and torn, and their tiny toes stuck clear out of their worn-out shoes; but this did not spoil their fun, for they thought nothing about themselves. They hurried over to the workbench and sewed all the leather into new shoes in the twinkling of an eye.

“Hi!” cried the first little elf. “Now the good old man will laugh!”

“Ho!” cried the second little elf. “Now the good old woman will clap her hands!”

And away they danced, out through the keyhole, leaving a row of new shoes beautifully sewed.

WHAT THE OLD PEOPLE DID NEXT DAY

On the next day the old people made a plan.

“Did you see their little toes, all out in the cold?” asked the shoemaker’s wife.

“Did you see their poor little coats and their trousers, all worn to shreds?” asked the shoemaker.

“I wish we could help them as much as they have helped us,” said the two together.

“You shall make them some wee little shoes!” shouted the shoemaker’s wife, clapping her hands.



“You shall make them some coats, and some trousers as small as milkweed pods!” chuckled the shoemaker.

He ran out and bought some cloth and some very fine leather. All day they sang and laughed as they worked. When the first star came out, they showed each other what they had made.

“Hi!” cried the shoemaker’s wife. “Now the little toes will be warm!”

“Ho!” cried the shoemaker. “Now the little men will go warm and fine!”

They laid the gifts on the bench and stood behind the curtain again, still as mice and breathless with delight.

THE SURPRISE

Just as the clock struck midnight, in tumbled the little elves and danced about the room like sunlight on the water. Then they hastened to the workbench to sew up the shoes.

“Hi!” cried the first little elf. “The old people have done something new!”

“Ho!” cried the second little elf. “They have done it for us!”

They dressed themselves in the fine little clothes, and skipped and danced and bounded about with glee.

“Oho!” cried the first little elf. “We shall wear our new clothes all over the world!”

“Aha!” cried the second little elf. “We shall go so far that we shall never come here again!”

“But I shall leave luck for the good old man!” cried the first little elf. “He shall always have plenty of reasons to laugh.”

“And I shall leave luck for the good old woman!” cried the second little elf. “She shall always find reasons to clap her hands.”

They twinkled a last time around the room, and then out through the keyhole, and away to the end of the world.

But the old people always had plenty of work, and plenty of smiles and songs while they did it; for the two elves had left good luck behind, just as they had said they would.

Telling the Story. You will notice that the story is divided into these parts :

1. The shoemaker and his wife
2. What the old people found in the morning
3. What the old people saw at night
4. What the old people did next day
5. The surprise

Choose one part of the story to tell to the class. Try to follow all the rules you have had for oral composition.

10.* Acting the Story†

Have you ever tried to act a story or a fairy tale? Today you are to act the story of the elves and the shoemaker. There will be five actors, and the other children in the room will be the audience. What are the five parts which the actors are to take? The actors should talk somewhat like this:

SHOEMAKER: Oh, wife, my nose is cold! My fingers tingle!
I wish that I were not so poor. I wish I could buy some coal.

WIFE: I wish we had something to eat for supper.

SHOEMAKER: Dear me! This is all the leather I have left; it will make only one pair of shoes. What shall we do when they are gone?

WIFE: The candle is flickering. Now you can't see to work.

SHOEMAKER: The leather is cut out. Let us go to bed. I'll sew the shoes in the morning.

[They go off the stage. Two little elves come hopping in.]

FIRST ELF: Oh! Oh! How cold it is here!

SECOND ELF: Don't they ever have a fire here?

FIRST ELF: I'm hungry. Let's find the pantry.

SECOND ELF: Here it is. Let's have a feast.

FIRST ELF: Oh, dear! Oh, dear! It's empty!

SECOND ELF: What? No food either?

FIRST ELF: These people must be very poor.

SECOND ELF: Look here! Here is some leather. This must be a shoemaker's house.

† The teacher will find in the Manual full directions for carrying out this lesson. The Manual is an integral part of the series and gives directions for teaching many lessons.

FIRST ELF: Is this all the leather he has? Poor man! Let us make the shoes for him.

[*They sew the shoes.*]

SECOND ELF: Br! Br-r-r! Oh, I am freezing! We must find a warmer house. I am starving too. Come! Come!

FIRST ELF: We'll come back tomorrow night.

[*They skip out of the room. The shoemaker and his wife come in.*]

SHOEMAKER: Now I must make the shoes. I hope I can sell them today so that we can buy coal and food.

WIFE: Oh, look here! The shoes are already made!

SHOEMAKER: Who can have done it? I can't sew so well as that.

WIFE: Put them in the window at once.

[*Enter Purchaser.*]

PURCHASER: What fine shoes! I have never seen such good shoes before. I shall pay you well for them.

SHOEMAKER: Yes, they are good shoes.

PURCHASER: Here is your money. Good day!

SHOEMAKER: Thank you! Thank you!

[*Purchaser leaves.*]

SHOEMAKER: Come, good wife, now we shall buy some coal and food.

[*They leave.*]

* * *

[*Several evenings later: the shoemaker and his wife*]

SHOEMAKER: I wonder who makes my shoes for me every night.

WIFE: Let us watch behind the curtain tonight, and see.

SHOEMAKER: That's a good idea. Come!

[*They hide behind a curtain. The elves come dancing in.*]

FIRST ELF: Ho! Ho! I'm glad the shoemaker has coal now. We don't have to freeze.

SECOND ELF: I am glad that he has good things to eat in his pantry. We can have a feast any night we like.

FIRST ELF: Come, let us make the shoes.

SECOND ELF: Now we're through with our work.

FIRST ELF: Here's cake in the pantry.

[They eat the cake and then dance out of the room, singing, "Ho! Ho! Ho!" The shoemaker and his wife come from behind the curtain.]

SHOEMAKER: Did you see the little men? They are fairies. Did you see how fast they worked? I can't work so fast as that.

WIFE: Did you see their torn clothes?

SHOEMAKER: And their torn shoes?

WIFE: Let us make them some new clothes.

SHOEMAKER: That's a good plan. You make the shirts and the trousers, and I'll make the shoes.

[They leave.]

* * *

[The shoemaker and his wife come back. It is evening.]

SHOEMAKER: Here are the shoes! See how tiny they are!

WIFE: And here are the shirts and trousers. They look like dolls' clothes.

SHOEMAKER: Put them on the bench. There will be no leather for them tonight. Come! It's twelve o'clock.

[They hide behind the curtain. The elves enter.]

FIRST ELF: Here we are! Here we are!

SECOND ELF: Let us see how fast we can work.

FIRST ELF: Oh, see! What's this? This is not leather!

SECOND ELF: See the dolls' clothes! Whom are they for?

FIRST ELF: Perhaps they're for us. See how torn our old clothes are!

SECOND ELF: While toiling we forget how ragged our clothes are.

FIRST ELF: Let us try them on!

SECOND ELF: They fit exactly!

FIRST ELF: Oh, I'm very glad! [*Dancing about*]

SECOND ELF: The shoemaker and his wife are kind people.
[*They skip and dance out of the room. The shoemaker and his wife come from behind the curtain.*]

SHOEMAKER: Weren't they happy?

WIFE: Yes, and I'm happy too.

SHOEMAKER: So am I. The little men have brought us good luck.

11.* Game: Animals

Today we shall play a game about animals.

Choose sides as for a spelling match. Each pupil in turn, first one on one side and then one on the other, tells in a pair of sentences what noise some animal makes and what noise several such animals make. Here are two pairs of sentences:

One dog barks. Two dogs bark.

One pig grunts. Five pigs grunt.

Any one who gives a pair of sentences that have already been given, or who cannot think of a sentence, must take his seat. The same animal may be mentioned more than once if the rest of the sentence is different. That side wins which has the largest number of children standing at the end of the game.



12. Another Picture to Study

Here is Chatterer, the squirrel. Last fall he was busy gathering food for the winter. Where do you think he put it? Then a snowstorm came last night and covered everything with a soft white blanket. How will Chatterer find his food now? Where will he go to keep warm through the winter? Where do you think he has his nest?

What do squirrels do when they play together? Have you ever seen them playing "tag"? If you have watched a squirrel crack and eat a nut, tell about it. Did you ever try to make friends with a squirrel? Tell

about it. Bring to class, if you can, some pictures of squirrels.

Think of something you have seen a squirrel do and tell the class about it.

Write three sentences telling something about squirrels.

13. Game: *Doesn't*

Today we shall play for a while the game called "A Secret," and then we shall try this new game. This is the way the new game is played:

See that there are the same number of children sitting in each row of seats. Each row will be a team, and the teacher will keep score. The first pupil in the first row will say, "The cat doesn't fly"; the first child in the next row will say, "The box doesn't fly"; and so on, until every one in the class has had a turn.

Before beginning to play the game, read these rules carefully and be able to explain them:

1. You cannot use the same word twice. If any one says, "The *grass* doesn't fly," after some one has already used *grass*, it is a mistake for that row.

2. The word you use must mean only one. It is right to use *boy* or *box* but it is wrong to use *boys* or *boxes*.

3. Do not choose a thing that can fly. It is a mistake to say, "The *bird* doesn't fly."

4. It is a mistake to use any other word for *doesn't*.

5. You should give your sentences very quickly.

6. That row wins which has the fewest mistakes at the end of the game.



14. Making Outlines

What a heavy load this boy has! Why do you think he carries the pumpkin on his shoulder? Did you ever try to lift a pumpkin as large as this? All the boys seem to be having a good time. Why do you suppose they are carrying away the heavy pumpkins? Do they live near this cornfield, or are they city boys? Perhaps the farmer has given them all the pumpkins they can carry away.

What season of the year is it? How do you know? What has the farmer done with his corn stalks? What do you think he has done with the corn? What use does your mother make of pumpkins? What use would you make of them at Halloween?

Oral Composition. When boys and girls tell stories, they often get the parts of the story in the wrong order, and tell the last part first. So we sometimes use an outline of the story to help us tell it in the way it happened. This means that we think very hard before we tell the story, and write down the principal events in the right order. Then, in telling the story, we remember to finish one part before the next is begun.

Let us prepare to tell a story about the boys in this picture. The outline will be somewhat like this:

1. Why the boys wanted the pumpkins
2. Where they went to get them
3. How they carried them home

Remember to follow the four rules in Lesson 8.

15.* Questions and Question Marks

I know a little girl who is always asking questions. She wants to know what makes the wind blow, why cats have fur, why boys tease girls, and hundreds and thousands of other things. If she should write all her questions, I suppose they would fill a book, and that would keep her so busy writing that she would not have time to ask so many.

When you write a question you should always put this little mark (?) at the end. It is called a question mark.

The little girl writes her questions like this:

What makes the wind blow?

Why do cats have fur?

Why do boys tease girls?

If she tells something, or makes a statement, she puts a period at the end; but when she writes a question, she puts a question mark at the end to show that she is asking a question.

Place a question mark at the end of a question.

Now will you, please, do three things to show that you understand how to use the question mark: (1) Practice making the question mark very carefully until you can write it easily. (2) Count the number of questions in Lesson 12. (3) Think of five questions you would like to ask and write them. You will remember, of course, how to begin each question, and what mark to place at the end of each.

16.* More about Capital Letters

A second-grade boy wrote a note to his teacher saying :

i did not come to school yesterday because i was stung by a bee.

What mistakes did he make? What he should have written was :

I did not come to school yesterday because I was stung by a bee.

Now do you see the difference?

We must always remember the rule :

The word *I* is always written as a capital letter.

Write five sentences about something you can do, using the word *I* in each sentence.

Copy the four lines of the poem in Lesson 5 which have the word *I* in them.

17.* Game: *Was* and *Were*

Play the *Doesn't* game in Lesson 13 for a while until the rules are familiar. Then try this *Was* and *Were* game, which is played in exactly the same way, except that the pupils give sentences like, "The man *was* old, The men *were* old."

Words like *cat*, *dog*, *house*, or *man* should not be used a second time: but "I *was* —, We *were* —," and "He *was* —, They *were* —," may be used as often as you wish.

See whether you cannot play this game without the teacher's having to tell you how.



18. Writing from Dictation

We gave a name to the little girl who was watching the pig. Now let us think of a name for this little boy with the jack-o'-lantern. What shall we call him?

What a fine jack-o'-lantern he has! I wonder where the pumpkin came from. Perhaps it is one of those that you saw in the picture on page 24. How did the little boy cut the mouth and teeth? How did he clean out the inside of the pumpkin? When he has finished cutting the nose, what will he put inside the pumpkin? How will he carry the jack-o'-lantern? What will he do with the jack-o'-lantern after dark? Will he try to frighten some one? Make up a story about what he will do.

Did you ever scare any one with a jack-o'-lantern? Tell about it. What did you do last Halloween?

Read the following sentences carefully, noticing the periods and capital letters. Then write the exercise at your seat. In class your teacher will read it to you while you write.

This boy is having fun. He is cutting the pumpkin. The mouth is very large. He will put a candle inside. Then he will put it in his window. He will scare some one after dark. What will the children think when they see it in the window? I am sure they will be afraid.

19.* Written Exercise — Form of Heading

Copy these sentences, writing either *I* or *he* in each of the blank spaces. Write the date near the upper left-hand corner of your paper, and your name near the upper right-hand corner.

One day — saw a squirrel on my window sill. — opened the window, but the squirrel ran away. — laid a nut on the sill and soon the squirrel came back. — saw the nut. — looked all around. — could see the squirrel, but — could not see me. — took the nut and ate it. After that, — came to see me every day. — was very glad that — could make a friend of him.

Let us learn two more rules for written work:

Write your name near the top of the page on the right-hand side.

Write the date on the same line on the left-hand side.



20. A Talk about Halloween

When father came home from work one Halloween, he saw two ghosts waiting for him outside the door in the dark. You should have seen how frightened he was! He nearly fell off the steps, and I suppose he would have run for the policeman if he had not heard one of the ghosts say, "Oh, don't be frightened! We won't hurt you." It was a good joke on father!

Who do you suppose the ghosts were? What were the white clothes made of? How were their heads covered? What did father do when he found out who the ghosts were? What was mother doing all this time? I wonder whether they frightened any one else. If you should ever think you saw a ghost, what would you do? Did you ever dress up like a ghost on Halloween? Tell about it.

Statements and Questions. Write five statements about the ghosts. Write two good questions about the picture.

Draw a picture of these ghosts.

21. The Study of a Story

THE FIRST THANKSGIVING

Long ago, across the sea in England, the people were all obliged to worship God in the same way and go to the same kind of church. One little group of people felt that they could show their love for God more sincerely by worshipping in a different way. Because they were not allowed to do this at home, they determined to leave England for a place where they could have more freedom. First they went to Holland, where they stayed eleven years. They were not quite happy there, however, because they were in the midst of a people whose language and customs were entirely different from their own. They then decided to sail for America and make a new home in a new land. Because of their wanderings they have been called "Pilgrims."

They crossed the ocean in the ship "Mayflower," and found themselves, at the beginning of a cold winter, in a strange land without any cities or towns where they could buy what they needed. On all sides great forests stretched away, in which lurked Indians and wild animals. The poor Pilgrims cut down some of the trees and built log cabins and killed some of the animals for food. But there was so much snow and ice and wind, and so little to eat, that more than half of them died of cold, hunger, and sickness before the warm spring came to comfort them.

As soon as the days were warm enough, the Pilgrims planted corn; during the summer, too, they gathered berries and herbs to eat. By the time fall came, food was so plentiful that they wanted to give thanks for all the blessings they had found in the new land. They decided to have a feast

of thanksgiving as soon as they had harvested their corn and stored most of it for the winter. They invited the Indians, who had taught them how to grow the corn and to snare the wild animals for food, to come and feast with them. The Pilgrims shot many wild turkeys, gathered wild fruits and herbs, caught fish, and cooked some of the meal from their corn for their feast.

Just as all this good food was ready to be served, ninety brave Indians, with Chief Massasoit at their head, came to join in the feast. They brought with them five deer as their share toward the feast. Altogether there was so much to eat, and they had such a good time, that they feasted for three days. At the end of this time, the Indians went back to their woods. That was the first Thanksgiving Day. Americans still celebrate this day every year, to give thanks for warm homes, good food, and all other blessings.

Oral Study. Why did the Pilgrims come to America? What kind of country was America then? What happened during the first winter? What did the Pilgrims do in the spring? How did they celebrate their bountiful harvest the following autumn? What part of the feast did the Indians furnish? What did the Pilgrims furnish? Why did they call it a Thanksgiving feast?

Tell the story of the first Thanksgiving Day. If you can, tell some other stories about the Pilgrims. Tell, also, why you are thankful this year.

22. A Thanksgiving Poem

If you have ever lived in the North, you have probably had some of the experiences described in this poem.

You may say to yourself before you have read the poem through, "I went to grandfather's once on a cold day just like this." But don't stop just now to think or talk about it. Just keep on reading, and when you have finished, we shall ask you some questions to see whether you have read the poem carefully.

If you have never lived in the North, read the poem to see what Thanksgiving is like there in the country. Of course, going to grandfather's for Thanksgiving is always fun, whether in the city or the country. Grandmothers always have delicious things to eat and wonderful stories to tell.

THANKSGIVING DAY

Over the river and through the wood,
To grandfather's house we go;
The horse knows the way
To carry the sleigh
Through the white and drifted snow.

Over the river and through the wood—
Oh, how the wind does blow!
It stings the toes
And bites the nose,
As over the ground we go.

Over the river and through the wood,
To have a first-rate play.
Hear the bells ring,
"Ting-a-ling-ding!"
Hurrah for Thanksgiving Day!

Over the river and through the wood,
 Trot fast, my dapple-gray!
 Spring over the ground,
 Like a hunting hound!
 For this is Thanksgiving Day.

Over the river and through the wood,
 And straight through the barnyard gate;
 We seem to go
 Extremely slow—
 It is so hard to wait!

Over the river and through the wood—
 Now grandmother's cap I spy!
 Hurrah for the fun!
 Is the pudding done?
 Hurrah for the pumpkin pie!

LYDIA MARIA CHILD

Who do you think are in the sleigh? Will they get lost? How do you know? Do they go over the river on a bridge? How cold is it? What will they do when they get to grandfather's? What do they say to the old horse? What music do they hear? Does the horse go too fast for them? How do you know? Where is grandmother? What will they have to eat that is particularly good?

Find all the words that rhyme and write them like this:

go	snow
way	sleigh

Telling Stories. What kind of weather do you have at Thanksgiving time? How is your Thanksgiving Day different from the one described in the poem? What plans have you made for Thanksgiving Day this year? Did you ever help make a poor family happy on Thanksgiving Day? Tell about it, keeping in mind the story-telling rules. Tell a story about the happiest Thanksgiving Day that you ever spent.

23. A Fable

Read the story of the wise old crow.

A thirsty crow once found a pitcher with a little water in it. He tried to drink the water, but he could not reach it. Then he tried to overturn the pitcher, but in vain, for it was too heavy. At last he took a pebble in his bill and dropped it into the pitcher. Then he threw in another, and another, and another. The water rose higher and higher in the pitcher until at last it reached the top. Then the crow could drink it.

Oral Study. Why couldn't the crow drink the water at first? What kind of pitcher must it have been? What was the crow's first plan? Why didn't it work? What was his second plan? How did this succeed? Did you ever do anything as wise as this? Tell about it. Draw a picture of the crow and the pitcher.

Telling the Story. Tell the story of the thirsty crow. Use this outline:

1. Finding the pitcher
2. The first plan to get at the water
3. The second plan to get at the water



24.* Capital Letters — Names of Countries

In each picture on this page we see a group of children. In what country do you think the first group of children live? the second group? the third?

Think of a sentence about each of the pictures. Perhaps your teacher will write some of your sentences on the board. Notice where she uses capital letters.

Now read these sentences :

1. Little Dutch children skate on the canals in Holland.
2. Would you like to live in Japan and dress like Japanese children?
3. Baseball is a favorite game in America.

Notice the words *Dutch*, *Holland*, *Japan*, *Japanese*, and *America*. With what kind of letter does each begin? When we write the name of a country or of the people who live in that country, the first letter is always a capital letter, as : *France*, *French*; *England*, *English*.

This is our new rule about capitals :

The first letter of the name of a country is a capital letter. The first letter of the name of the people who live in that country is also a capital letter.

What three rules about capital letters have we already learned? Try to repeat them from memory. If you cannot, turn to Lessons 6, 7, and 16.

Write the name by which the people of our country are known. Write sentences in which you use the words *America*, *Americans*, *Canada*, *Canadians*, *Italy*, *Italians*, *Ireland*, *Irish*. Think of four other nations and write a sentence about each one. Write four more sentences about the people of these countries.

Repeat to yourself all the rules we have learned about capitals.

25.* Question Game : *Saw — Have Seen*

This will be a question and answer lesson. Read it carefully so that you will know how to answer the ques-

tions. In class the teacher will ask the questions and you will answer them. We shall pretend that some of the children are named Ralph, Fred, and Ruth.

TEACHER: Ruth, step to the window. What do you *see*?

RUTH: I *see* a brown horse.

TEACHER: You may take your seat. Now, Ruth, what did you *see*?

RUTH: I *saw* a brown horse.

TEACHER: Ralph, what did she see?

RALPH: She *saw* a brown horse.

TEACHER: What *have* you *seen*, Ruth?

RUTH: I *have seen* a brown horse.

TEACHER: Fred, what *has* she *seen*?

FRED: She *has seen* a brown horse.

Another child then goes to the window, and the game continues. Explain to the teacher how this game is played.

26. Using *Have Seen*

Imagine that you have seen a circus, a fire, a runaway, a flag-raising, the flight of an airplane, or a parade. Write two sentences telling what you have seen at each of these imaginary events. Use *have seen* in each sentence.

In class play the following game: Form two lines, as in a spelling match. Each child in turn, first one on one side and then one on the other side, should give rapidly a sentence using *have seen*. If a pupil cannot give a sentence immediately, or if he does not use *have seen*, he must take his seat. That side wins which has the most pupils standing at the end of the game.

27.* Game: *I Haven't Any*

To play this game you should all stand with your hands behind you. One child leaves the room, and while he is out the teacher lends some one a penny. The child who is out of the room is then called back. He goes up to some one and says:

“I come from afar; will you lend me a penny?”

If the child spoken to is not holding the penny, he answers:

“I’m sorry, my friend; I haven’t any!”

The one who is guessing keeps on asking until he finds the penny. The pupil who had the penny then takes his turn at guessing and the game begins anew.

Before you do anything else, commit to memory what the one who guesses has to say, and the answer, so that your teacher will not have to waste time telling you.

28.* The Paragraph *

There are many important words in our language lessons. We have already learned about statements, periods, rhymes, question marks, outlines, and several others. Today we shall learn a new and useful word. It is the name of something found in every book.

The word is **paragraph**. Stories usually have several paragraphs. We say the story is “broken up into paragraphs.” It is very easy to tell where a paragraph begins. A paragraph always begins on a new line,

whether the line before it is finished or not, and the first word of a paragraph is set in from the margin a little way. You will notice that the first paragraph of this lesson begins with the word *There*, and that it is set in from the margin. Where does the second paragraph begin? How many paragraphs are there in this lesson?

You are not old enough yet to learn when to begin a new paragraph, but you know now where to begin a first paragraph. You are always expected to begin any story you write a little way in from the left-hand margin. Suppose we add this as a rule:

Begin the first word of a paragraph about one inch from the left-hand margin.

Written Exercise. Let us look at the story in Lesson 21 and count the paragraphs. Take your reader and count the number of paragraphs in three lessons which your teacher will select. Write the first word in each paragraph. Copy the first paragraph in this lesson.

29. Choosing the Right Word

Copy the story given below, putting in each blank any word that will make sense.

Once upon a — there was an old —. She lived in a shoe. She had so — children that she really did not know what to do. One day her little son, Humpty-Dumpty, — from a high —. But neither the king nor his men could put — together again.

Draw a picture of the old woman, her shoe, and her children.

30.* Game: *I Have No Pencil—I Haven't Any*

One child leaves the room; the others stand with their hands behind them. The teacher gives a pencil to one pupil. Then the one who is "it" comes back. He does not know who has the pencil. He inquires of each pupil, "Have you a pencil?" until he finds the one who has it. The first child who is asked answers, "I have no pencil." The next child who is asked answers, "I haven't any"; the next, "I have no pencil"; and the next, "I haven't any." The first child who gives a wrong answer must be "it." If after a while no mistake has been made and the guesser does not discover who has the pencil, the child holding it may be "it."

31.* Checking Written Work

The time has now come to set down in one place the rules about written work. You can then always turn to them to check your work. These rules and all the other rules which you will learn this year are printed at the back of this book. But today's lesson includes only the rules for written work that you have already learned.

1. The first letter in a sentence is always a capital letter.
2. Place a period at the end of a statement.
3. Writing should be plain and neat.
4. All words should be spelled correctly.

5. The first word of each line of poetry begins with a capital letter.

6. Place a question mark at the end of a question.

7. The word *I* is always written as a capital letter.

8. Write your name and the date at the top of the paper.

9. The first letter of the name of a country, or of the people of a country, is a capital letter.

10. Begin the first word of a paragraph about one inch from the left-hand margin.

You will learn much more quickly if you will always check your written work in language or in any other subject. Your teacher will explain how this is done. This is so important that we shall make it the eleventh rule:

11. All written work should be checked.

Writing a Story. Choose a subject to write about and ask your teacher if she thinks it a good one. Write the story and then check it. Exchange papers with your neighbor to see whether either of you has made any mistakes in checking.

32.* Game: *Is* and *Are*

How did you play the *Was* and *Were* game? See Lesson 17. The *Is* and *Are* game is played in the same way, except that you will give sentences like these:

The kitten *is* cunning. The kittens *are* cunning.

The dog *is* lame. The dogs *are* lame.

The train *is* long. The trains *are* long.

33. Game: *Saw—Have Seen*

Copy the following sentences. Notice the words in italics, the capital letters, the periods, and the question marks.

1. *Have* you ever *seen* a French flag?
2. No, I *have* never *seen* one.
3. But I can *see* our beautiful American flag.
4. Where were you when you *saw* that large Chinese flag?
5. I *saw* it in China last year.
6. Do Spanish children love their flag?

Write three sentences using *see*; three sentences using *saw*; three sentences using *has seen*; and three using *have seen*.

Let us play this game: Each pupil thinks of something very exciting that he has seen. Then as rapidly as possible one pupil after another gives a sentence telling what he has seen. The sentences may be like these: "I have seen a large building on fire," "I have seen a runaway." Every one should have his sentence ready.

34.* Exclamation Marks

What is the name of the mark at the end of a statement? What is the name of the mark at the end of a question? Today we shall learn the name of another mark used at the end of a sentence, and when we have learned this one there are no more to learn. Hurrah!

One afternoon John and his father were walking along the electric car tracks in the country. John was trying to see how far he could jump. His father would say, "Jump over here, John." Then John would jump as far as he could. Suddenly John's father looked around and saw the trolley rushing down close behind them. Then he said, "Jump over here, John!" Father was very much excited and John jumped just in time.

John's father said, "Jump over here, John," twice. Once he was talking quietly and once he was excited. Look carefully at the two sentences to see whether there is any difference in the way they are written. What mark do you find in the sentence that expresses excitement that is not in the other sentence? The mark which shows that the father is excited is called an exclamation mark.

An exclamation mark is used at the end of a sentence to express fear, joy, anger, surprise, or some other strong feeling.

Written Lesson. Count the number of exclamation marks in Lesson 9.

A little girl stood at the window looking out into the garden. She exclaimed, "Mother, it is snowing!"

Write a story telling what she was thinking about when she made this exclamation. On another day she looked out of the window and merely said, "Mother, it is snowing." Write another story telling what she saw this time, and explaining why a period was used instead of an exclamation mark.

How many exclamation marks are used in the following paragraph? Why is each one used?

It had been snowing all day. How cold it was! The wind piled the snow high in drifts. Jimmie, a little news-boy, who had been selling his papers down town all afternoon, had only one paper left. "I wish some one would buy this paper! Oh, how cold it is!" he said, as he blew on his fingers. Soon a man bought his last paper and Jimmie immediately counted his pennies carefully. "I have fifty-eight cents!" he shouted as he ran for home.

35.* *Lie and Lay*

The two words, *lie* and *lay*, do not have the same meaning, but some people use them as if they did. Read the following paragraph and try to see the difference in meaning. (*Lying* is a form of *lie*; *laying* is a form of *lay*.)

"Now, Fluffy, I want you to *lie* down," said Marjorie to her plump black and white kitten, as she was *laying* it in its basket. But little Fluffy saw a ball of yarn *lying* on the floor. It was *lying* too quietly to suit Fluffy. "Meow!" she cried. "Don't *lay* me in this basket, Marjorie. I don't want to *lie* down now."

Lie means "to rest," or "to be in a place." *I shall lie down* means "I shall rest." *The book lies on the table* means "The book is on the table."

Lay means "to place" or "to put." *Lay your pencil on the desk* means "Place your pencil on the desk."

In class time play a game using *lie* and *lay*. It may be played like the *Doesn't* game in Lesson 13. Do all you can to have your row win. The first time around you should give sentences like the following:

The rose is *lying* on the table.

The pen is *lying* on the desk.

The second time you should use the word *lay*.

I *lay* the rose on the seat.

I *lay* the pen on the table.

36.* Apostrophe and S

There is an odd little mark which is often used in writing to show ownership. Today is a good time for us to learn to use it. When we say, "The boy's dog is running," who is said to own something? What does he own? Read the following sentences:

Grandfather's glasses are under the newspaper.

I found Emily's sled behind the house.

Sister's new dress is very pretty.

Whose glasses are under the newspaper? Whose sled was behind the house? Whose dress is pretty? Write in one word the answer to each of these questions. The little mark that is used in such words to show ownership is called an **apostrophe** ('). Here is the rule about its use:

An apostrophe and s are added to the name of a person or thing to show ownership.

Write a sentence about a dog that belongs to a boy.
This is one sentence :

The boy's dog is cross.

Now write a statement about each of the following:

A toy that belongs to a boy

A doll that belongs to a girl

A kite owned by Marion

A grandmother belonging to George

Write a question about each of these.

37.* Capital Letters

What rules have we learned about capital letters?
Here is a paragraph with capital letters sprinkled all through it.

Willard's uncle lives on a ranch near Helena, Montana. The name of this ranch is Hillcrest. Willard lived there during the summer. One day, when the men drove the cattle to the city, Willard rode the cow pony, Wildcat. The pony liked Willard but always tried to bite Jack, the cowboy. You may be sure that Willard was sorry to leave Hillcrest and return to the city.

Some of the capital letters are used at the beginning of sentences; we know all about those. Name all the other words in these sentences which begin with capitals. Why are capital letters used in these words?

Which of these capitals are used with the names of persons? Which with the names of places? Which

with the names of things? The word *boy* is not the name of a particular boy; but *Willard* is the name of a particular boy. The word *city* is not the name of a particular place, but *Helena* is. The word *pony* is not the name of a particular pony, but *Wildcat* is. *Willard* and *Helena* and *Wildcat* begin with capitals because they are the names of particular persons, places, or things. We do not use capital letters in writing *boy*, or *city*, or *pony*, because they are not names of particular persons, places, or things. This is the rule:

Begin with a capital letter the name of a particular person, place, or thing.

Write three sentences using the names of people; write three using the names of cities or states; three using names of particular things. Make some of the sentences statements, some questions, and some exclamations. Check your work.

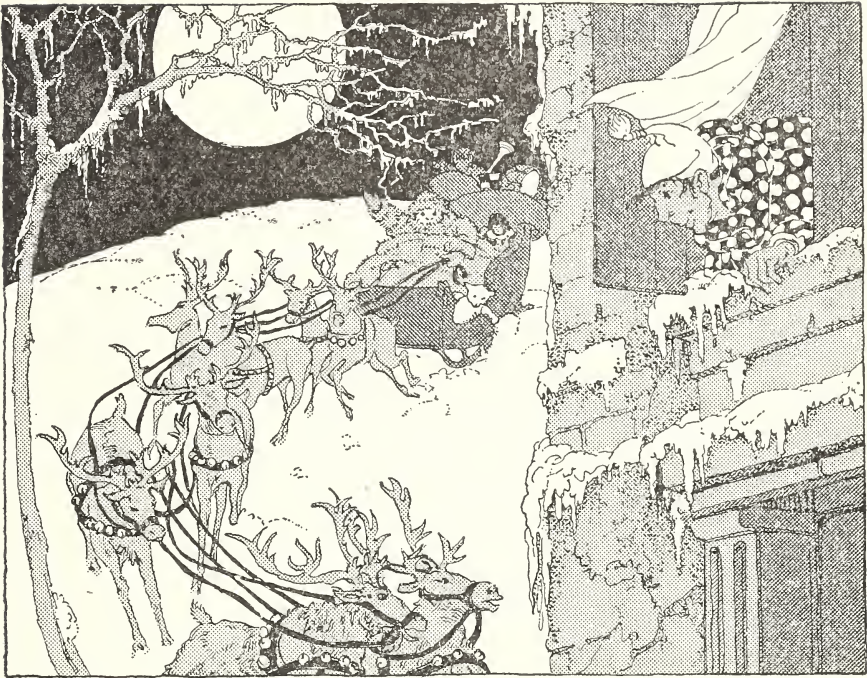
38. A Christmas Poem

When Christmas Day comes near, there is always a strange feeling of mystery about the house. We expect almost anything to happen. Read the poem to see what happened in one house during the night before Christmas.

A VISIT FROM ST. NICHOLAS

'Twas the night before Christmas, when all through the
house

Not a creature was stirring, not even a mouse.



The stockings were hung by the chimney with care,
In hopes that St. Nicholas soon would be there.
The children were nestled all snug in their beds,
While visions of sugarplums danced in their heads ;
And mamma in her kerchief, and I in my cap,
Had just settled our brains for a long winter's nap—
When out from the lawn there arose such a clatter
I sprang from my bed to see what was the matter.
Away to the window I flew like a flash,
Tore open the shutter, and threw up the sash.
The moon on the breast of the new-fallen snow
Gave a luster of midday to objects below ;
When, what to my wondering eyes should appear
But a miniature sleigh and eight tiny reindeer,
With a little old driver, so lively and quick,
I knew in a moment it must be St. Nick !

More rapid than eagles his coursers they came,
And he whistled and shouted and called them by name.
“Now, Dasher! now, Dancer! now, Prancer and Vixen!
On, Comet! on, Cupid! on, Donder and Blitzen!—
To the top of the porch, to the top of the wall,
Now, dash away, dash away, dash away all!”
As dry leaves that before the wild hurricane fly,
When they meet with an obstacle mount to the sky,
So, up to the housetop the coursers they flew,
With the sleigh full of toys—and St. Nicholas, too.
And then, in a twinkling, I heard on the roof
The prancing and pawing of each little hoof.
As I drew in my head and was turning around,
Down the chimney St. Nicholas came with a bound:
He was dressed all in fur from his head to his foot,
And his clothes were all tarnished with ashes and soot;
A bundle of toys he had flung on his back,
And he looked like a peddler just opening his pack.
His eyes, how they twinkled! His dimples, how merry!
His cheeks were like roses, his nose like a cherry;
His droll little mouth was drawn up like a bow,
And his beard on his chin was as white as the snow.
The stump of a pipe he held tight in his teeth,
And the smoke, it encircled his head like a wreath.
He had a broad face and a little round belly
That shook, when he laughed, like a bowl full of jelly.
He was chubby and plump—a right jolly old elf:
And I laughed when I saw him, in spite of myself;
A wink of his eye, and a twist of his head,
Soon gave me to know I had nothing to dread.
He spoke not a word, but went straight to his work,

And filled all the stockings; then turned with a jerk,
And, laying his finger aside of his nose
And giving a nod, up the chimney he rose.
He sprang to his sleigh, to his team gave a whistle,
And away they all flew like the down of a thistle.
But I heard him exclaim, ere he drove out of sight,
"Happy Christmas to all, and to all a good-night!"

CLEMENT C. MOORE

Oral Study. What were the children dreaming about? Who saw St. Nicholas? What did father see when he looked out of the window? What did he hear? What did St. Nicholas look like? What did St. Nicholas do when father laughed? What did he do after he went up the chimney?

Draw a picture of what father saw when he looked out of the window.

How many exclamation marks are used in the poem? Why is each one used? What words begin with capitals? Do not count the words at the beginning of lines. As you find each word, tell whether it is the name of a particular person, place, or thing. What word is the name of a particular day?

39. Acting the Story

Let us act the story in the poem, "A Visit from St. Nicholas." Notice that there are two principal scenes, one outside the window, the other in the bedroom. Act both of them. How many characters will there be? What will they say?

40.* Letter Writing

Today we have in our lesson two letters written by children in the third grade. The first one is from Louise to her little friend Jean. Here it is.

Dear Jean :

I have a little flower bed of my very own. What do you think I did yesterday? I pulled up all the weeds. When Mother came into the yard today, she said, "Louise, where are your pansy plants? There is only one left." I had pulled up all the pansy plants that did not have flowers on them! I am very sorry about it. Mother says it is too late to buy new pansies; but I think she will give me some other flowers for my little flower bed.

Your friend,

Louise

Why do you like this letter? It is a good letter because Louise wrote about something in which she was really interested, and because she wrote just as if she were talking to Jean.

Here is a short letter from John to his cousin.

Dear Cousin George :

Father says that he will take us both to the airport next Saturday to see the big monoplane Alba come in. I hope you can go.

Your cousin,

John

With what kind of letter does *dear* begin? Why does the word following *dear* begin with a capital? Describe

the mark at the end of the line. It is called a *colon*. Make a colon.

Now look at the end of the letter. What word is capitalized in the line just before John's name? Notice the mark after *cousin*; it is called a *comma*.

Copy these letters carefully. Remember to use the colon and comma correctly, also capital letters. Notice the space before the lines *Your friend* and *Your cousin*, and the shorter space after each.

41. A Letter to Santa Claus

Write a letter to Santa Claus. Answer all the following questions before you begin the letter :

How should *dear* begin?

What mark should be placed after Santa Claus?

Where shall I begin the first line of my letter?

How should the first word of *your little friend* begin?

What mark shall I place after *your little friend*?

Where shall I write my name?

How wide a margin shall I leave on the left-hand side of my paper?

42. A Talk about Christmas

Repeat the four rules about telling stories.

What did you do on Christmas Day last year? Did you have a Christmas tree? What presents did you get?

Tell the class what you did on your happiest Christmas Day. What presents did you get that you wanted very much? What presents did you give? Did you make any of these presents yourself? Describe them.



43. Telling Stories about Christmas Trees

What a beautiful tree these children found when they came downstairs on Christmas morning! Do they look as if Santa Claus brought them what they wanted? Let us call these children Tom and Edith. Which of the presents are for Tom? Which are Edith's? Which present do you think Edith likes the best?

What will happen if Tom beats his drum and Edith plays her piano at the same time? Will mother and father be wakened? Where do you think Tom will sail his boat? What will Edith wash in the tub? Which presents do you think Tom gave Edith? Which present would you rather have?

Tell a story about one of the following subjects. Remember to follow the rules for story telling.

1. Kinds of Trees Selected for Christmas Trees
2. Where Christmas Trees Grow
3. How Christmas Trees Are Taken to the City
4. How Christmas Trees Are Decorated
5. Games Played around the Tree

Write the letter which you think Tom or Edith wrote to Santa Claus the day after Christmas. When your letter is finished, check it by asking yourself again the questions in Lesson 41.

44. A Christmas Story

GRETCHEN'S CHRISTMAS

Gretchen was a little girl who had come from across the ocean to live in the great city of New York. Gretchen's father was very sick, and her mother had to spend a great deal of money for his medicine. On the day before Christmas Gretchen's mother said to her, "We must use all our money to buy what dear father needs; so we shall have to be as happy as we can without a Christmas tree this year." But poor little Gretchen made up her mind to set out her

shoes anyway for Santa Claus to fill, as little girls did in the country from which she had come. But she was very much afraid that Santa Claus did not know she had come to America, or that America was so big that he could not find her, and that she would not get any present at all.

Gretchen did not miss all the Christmas fun for all that. On the evening before Christmas a kind neighbor took her down town to see all the toys in the shops. Neither of them had any money to buy presents, but they played that they could have anything they saw. Gretchen had the happiest kind of Christmas Eve selecting what she liked most.

Of all the toys, Gretchen liked the dolls best. And of all the hundreds of dolls, she loved most of all a little one dressed like a baby. She loved it so much that she could not get it out of her mind. All the way home she held her arms as if she were carrying it.

After supper she set her shoes out for Santa Claus to fill, and then she sat down and played that she was rocking that dear little baby doll to sleep. Pretty soon, hearing the Christmas bells ringing, she picked up her shoes, wrapped herself in a big shawl, and ran out to sit on the doorstep to listen. She was so tired from all her happy wanderings that she soon fell asleep, her empty shoes beside her and her arms curved as if they held a baby doll.

She was so sound asleep that she didn't stir when Margaret, a little American girl, stopped beside her. Margaret was a lucky little girl who had even more toys than she could play with. She and her father had decided to put some of the best toys in a big basket, and to go around looking for the children who needed them most.

“Oh, father! See this dear, tired little girl! Let’s give her our very best toy!” cried Margaret.

“What shall we give her?” asked her father.

“I know!” cried Margaret. “She looks like such a cozy person, I think she would love my darling baby doll!”

She took the little baby doll out of the basket, smoothed its long white dress, patted its little cap, and, kissing it good-by, laid it across Gretchen’s shoes.

“There!” she said. “I’m sure you will have a beautiful mother, dolly.”

Margaret and her father hurried on their way to make other children happy. They were out of sight when little Gretchen opened her eyes and saw the baby doll. Margaret never knew all the happiness her dolly gave to another little girl; and Gretchen never knew she was not telling quite the truth when she cuddled her doll in her arms and sang, “Santa Claus knew we had come to America; Santa Claus found our new home.”

MAUD LINDSAY—Adapted

Oral Study. Why could not Gretchen have any Christmas tree or presents? Why was she afraid Santa Claus would not find her? How did the kind neighbor try to make Gretchen happy? What did Gretchen see down town? What did the Christmas bells sound like? Why did they put Gretchen to sleep? How did little Gretchen look when Margaret saw her?

Sentence Study. Find a sentence in the story that is a question; read it. How does it end?

Find two sentences with exclamation points at the end. Read the sentences as you think they were spoken.

Tell why each capital letter has been used in the first paragraph ; in the last paragraph.

45. Telling a Story from an Outline

Tell a story of how you have made some person happy by giving him or her a Christmas present.

Tell the story about Gretchen, using the following outline :

1. Gretchen's poor home
2. What Gretchen saw down town
3. Gretchen's lonely Christmas Eve
4. Margaret's visit to the poor
5. Gretchen's surprise

46. Stories about What We Do in Winter

How do you think these children made their snow man? What part did they make first? How did they make his buttons and his eyes? Where do you suppose they got his hat and gloves? What did they use to make his whiskers? What is the little boy going to do with the pipe? It seems odd for a snow man to carry a broom. Perhaps the children pretend the broom is something else ; what do you think it is supposed to be? How will the snow man look after a few days of warm sunshine? What will happen if another snowstorm comes? How do the dogs like playing in the snow?

Did you ever make a snow man? Was it just like this one? Tell how you made yours.



Story Telling. If it snows where you live, tell a story about one of the following subjects :

1. Making a Snow Man
2. Building a Snow Fort
3. Coasting
4. Snowballing
5. The Most Exciting Snow Fun I Ever Had

If you live where there is no snow in winter, make up a story about the picture. Tell what the children's names are and what part each one has had in making the snow man. Perhaps your father or your mother used to live where there is snow, and can tell you just how a snow man is made.

47. A "Thank-You" Letter

Did you ever sit down the day after Christmas and wonder how you were ever going to thank Uncle Dick and Aunt Betty and Cousin Sally and the rest of your family and friends for the choice gifts they had sent you for Christmas? Did your mother ever have to say, two weeks after Christmas, "Have you written Aunt Mary yet to thank her for the baseball glove she sent you?" If you admitted that you had not done so, you very likely sat down at the library table, after finding some ink and a pen and a sheet of your Christmas stationery, and tried to compose a nice letter to Aunt Mary. But after writing, "Dear Aunt Mary," it seemed to get harder and harder. Now you have learned the right form to use in writing such a letter as Louise wrote to her friend Jean, but there are a few more things to learn which will help you in writing "thank-you" letters.

First, it is best to write such a letter as soon as possible after you receive the gift. It is one way of letting the person who sent you the gift know that you appreciate it.

Second, it is much better to mention the gift by name. Instead of saying, "Thank you for the nice gift you sent me," say, "Thank you for the fine baseball glove you sent me for Christmas." This sounds as if you had taken pains to remember exactly what gift each person sent you.

Third, it is thoughtful to tell why the gift particularly pleases you; the sender will know, then, that you appreciate his care and thoughtfulness in choosing the right thing. For instance: "Thank you for the necklace you sent me. It is a lovely shade of pink, and just matches my party dress."

Fourth, do not make comparisons with other gifts. Do not say, "I liked your gift the best of all." Why should you not do this?

Exercise. Write a "thank-you" letter to some friend who has recently sent you a gift.

48.* Game: Robin Hood

(*Sit* and *Set*)

What is the difference in meaning between *lie* and *lay*? There is almost the same difference in meaning between *sit* and *set*. *Sit* means "to rest" and *set* means "to place."

Let us *sit* down on this rock.

Set the pitcher on the shelf.

There are two games which Donald's class play to help them use these words correctly. Today we shall play the one using *sit* and its other forms, *sitting* and *sat*.

One pupil pretends that he is Robin Hood and sits in front of the class. Another pupil, who is one of Robin Hood's band, calls out, "Robin Hood, where are you *sitting*?" Robin Hood replies, "I am *sitting* in a dense forest. Yesterday I *sat* in a dense forest. I have *sat* in a dense forest." Then the questioner be-

comes Robin Hood. Here are some of the places where Robin Hood might be sitting; under a tree, in a cave, in the woods, on the grass, on a horse, near a campfire. Can you think of any others?

Do not forget to pronounce the *ing* in *sitting*.

After you have played this game in class, write five sentences using *sit* and five using *sat*.

49.* Game: The Magic Ring

(*Sit* and *Set*)

Today we shall play Donald's other game, using the word *set*. What does *set* mean? Be ready to give in class two sentences, something like those below, in which you have used *set* correctly.

Set the food on the table.

I have *set* the dishes away in the closet.

Our game today is called "The Magic Ring." Imagine that you each have a magic ring like Aladdin's, and that, when you rub it, a genie will appear and set before you whatever you wish for: precious stones, gold, silver, dresses, shoes, ice cream, candy, cake, a pony, a palace, and so on. Tell the class what your genie has *set* before you. Elaine said, "My genie *set* before me a fairy castle."

50. A Study of a Picture

This is a fine fort! Who made it? How was it made? How many boy soldiers will the fort hold? Where will they store their cannon balls of snow?



If there is a snow battle, how many soldiers would be needed to take this fort? Will they use the sled for a Red Cross ambulance? What part will the two dogs play in the snow battle? What names shall we give the children in the picture? What do you think the little girl is saying to the boys? If you have ever helped build a fort, tell about it.

Story Telling. Make up a story of not more than four or five sentences about the picture. The following topics may help you :

1. Collecting the snow for the fort
2. Building the fort
3. The snow battle
4. What became of the fort

51.* Contractions

Very often in speaking and sometimes in writing, we leave out some of the letters of words. For instance, instead of saying, "I *do not* want to go to bed so early," one may say, "I *don't* want to go to bed so early." What letter do you find in the expression *do not* which has been left out of the expression *don't*? What mark takes the place of this omitted letter? You know the name of this mark, for you have already studied about it. Shortened forms of words, like *don't*, are called **contractions**.

An apostrophe is used in a contraction in place of the omitted letter or letters.

Oral Exercise. Name the omitted letter or letters in each of the contractions listed in the second and fourth columns below.

I am	I'm	do not	don't
we will	we'll	were not	weren't
is not	isn't	cannot	can't
I have	I've	will not	won't
it is	it's	should not	shouldn't
does not	doesn't	would not	wouldn't

Use each expression and its contraction in a sentence, as:

I am hungry. *I'm* hungry.

Written Exercise. Write the sentences which you have just given orally. Each time you write one of

the contractions, look at the list above to be sure that you have written it correctly.

52. *Was and Were*

Play the *Was* and *Were* game in Lesson 17.

As you read the following sentences, fill each blank correctly with either *was* or *were*. Your teacher may ask you to write some of these sentences in class.

1. Mother and I — walking down the street.
2. We — looking out the window.
3. Jane and Maud — in an automobile.
4. When Arthur — here, we — talking to him.
5. The little rabbits — cold.
6. We — ready to come in.
7. — they with you?
8. After she — here, she went to New York.
9. How — they yesterday?
10. I heard they — very ill.
11. They — going to town.
12. The dogs — chasing a poor little kitten.
13. They — barking loudly.
14. She — frightened.
15. — they tired?

53. Two Poems

Are you fond of watching the clouds in the sky? What do the clouds sometimes make you think of? Read these two poems and see what fancies came to the authors as they watched the sky.

ESSENTIAL LANGUAGE HABITS

BOATS SAIL ON THE RIVERS

Boats sail on the rivers,
 And ships sail on the seas ;
 But clouds that sail across the sky
 Are prettier far than these.

There are bridges on the rivers,
 As pretty as you please ;
 But the bow that bridges heaven,
 And overtops the trees,
 And builds a road from earth to sky,
 Is prettier far than these.

CHRISTINA GEORGINA ROSSETTI

What is "the bow that bridges heaven"? You sometimes see it when the sun comes out after a rainstorm. Why does it seem like "a road from earth to sky"? Describe some rainbow you have seen.

Before you read the second poem, imagine that you are standing at the window and looking out at tall trees swaying back and forth in the wind and rain.

BROOMS

On stormy days
 When the wind is high
 Tall trees are brooms
 Sweeping the sky.
 They swish their branches
 In buckets of rain,
 And swash and sweep it
 Blue again.

DOROTHY ALDIS

Why do the tall trees make the author think of brooms? What kind of clouds do you see in the sky on a very stormy day? Do the trees really sweep them away and make the sky "blue again"? Draw a picture of the trees in this poem.

Learn one of these poems so that you can recite it from memory.

54.* A Game of Pretending

Half of the class may follow the directions given in paragraph 1, and the other half, those given in paragraph 2. After you have finished writing, check your work.

1. Pretend that you live in the South and have never seen the earth covered with snow. Imagine that you are taking a trip to the North in December. How does the ground look? the city? the country? How do the housetops look? the fences? the yards? the trees? How are the people dressed? Write the story.

2. Pretend that you live in the North and have never seen the grass green in December. Imagine that you are taking a trip to the South, where there is no snow in the winter. How does the country look? the city? How do the parks look? the gardens? the trees? How are the people dressed? Write the story.

Leave a margin of an inch and a half at the left of the page.

55. Choosing the Right Word

Copy the following story. Fill each blank with the right word chosen from the list below. Check the copy.

shaking

snows

good

call

makes

feathers

Far up above the clouds there lives a goddess whose name is Mother Holle. She is a very kind goddess. She is also a very — housekeeper. When she — her beds, she shakes the pillows so hard that the feathers fly all about her. The — fall all the way to the earth. We — them snowflakes. When it — we say, "Mother Holle is — her pillows."

Draw a picture to illustrate the story.

56. Game: *I Haven't Any*

Read Lesson 27 and play the game described there. Then play the following game:

One of the girls plays the part of Jennie. The other pupils stand in a circle with Jennie in the center. Jennie closes her eyes while the teacher gives a penny to one of the pupils in the circle. Then Jennie goes up to some one saying,

"I am Jennie; I want your penny!"

If this child is not holding the penny, he answers,

"Oh, Jennie, Jennie, I haven't any!"

Jennie must continue to guess until she finds the one who has the penny. Then this one is "Jennie." If a boy does the guessing, his name is "Bennie."

57. Study of a Story

Have you ever seen an unselfish boy or girl? What do unselfish people do? Have you ever seen a selfish boy or girl? What does such a person do? Which do you like the better? Why?

This story tells about two girls, one of whom was selfish and the other unselfish. Read the story through to see the difference between the two girls.

MOTHER HOLLE

There once lived a woman who had two daughters; one was her own child and one was a stepchild. The stepdaughter was good and beautiful, but her own child was ugly and selfish. The stepdaughter had to do all the work. One day she was sitting by the well spinning, when the spindle fell into the well. She was much frightened. When she told her stepmother about it, the stepmother said, "Jump into the well and find the spindle!"

The poor girl went back to the well and sprang in. At first she remembered nothing. Then she found herself in a beautiful meadow. While walking over the meadow, she came upon a great oven full of bread. "Take us out, or we shall burn to a cinder!" cried the loaves. The pans were hot, but she took them all out.

Then she came to a tree full of apples. "Shake me, shake me!" cried the tree. "My apples are all ripe!" She shook the tree until every apple had fallen. Then she gathered the apples into a heap.

Soon she came to a little house. At the door stood an ugly old woman with very large teeth. The girl was fright-



ened and wished to run away, but the woman, in a kind voice, asked her to stay and work for her. "You must be very careful to make my bed in the right way; you must shake it until the feathers fly. Then the people down in the world will say that it is snowing. You see, I am Mother Holle," said the old woman.

The girl worked so hard that Mother Holle was pleased with her. At last the girl grew homesick and longed to go home. Mother Holle led her to a large gateway, and, as the girl passed through the gateway, a shower of gold fell upon her. "That is your reward," said Mother Holle.

The girl was no sooner on the other side of the gate than she found herself in her own world again. She ran home as fast as she could to tell her mother and her sister all that had happened.

The lazy daughter wished to have a shower of gold fall on her too; so she threw her spindle into the well and sprang after it. Everything happened to her as it had happened to her sister; but the selfish girl would not take the bread from the oven nor shake the apple tree.

When she came to Mother Holle, however, she at first pretended to be good, for she remembered that when the shower of gold fell on her sister, Mother Holle had said, "That is your reward." The first day she shook the bed till the feathers flew about. On the second day she did not shake the bed so well, and on the third day her old habits got hold of her and she lay in bed till noon. She grew lazier every day. At last she said, "I am homesick and wish to go home."

"Very well," said Mother Holle; and she led her to the gateway.

"Now I shall get the gold," thought the selfish girl; but, alas! when she passed through the gate, it was not a shower of gold but a shower of pitch that fell on her! She hurried home to ask her mother to wash it off, but nothing did any good. The pitch stuck to her as long as she lived.

What were the unselfish acts which the stepdaughter performed in the meadow? How do you think she looked when a shower of gold fell on her? Did it hurt? What did the selfish girl do? What was her reward? Was it only the pitch that made her ugly? What are some unselfish acts you can do for your playmates? for your father? for your mother?

What would you do if a shower of gold fell on you? What would you do with the gold?

Who was the little girl who went through the looking-glass and found a new world? If you have ever read about her, tell us the part of the story you remember best.

Draw pictures to illustrate the following scenes in the story:

1. The stepdaughter spinning at the well
2. The stepdaughter taking the bread out of the oven
3. The stepdaughter shaking the apple tree
4. The stepdaughter shaking the pillows

58. Telling Stories about Our Flag

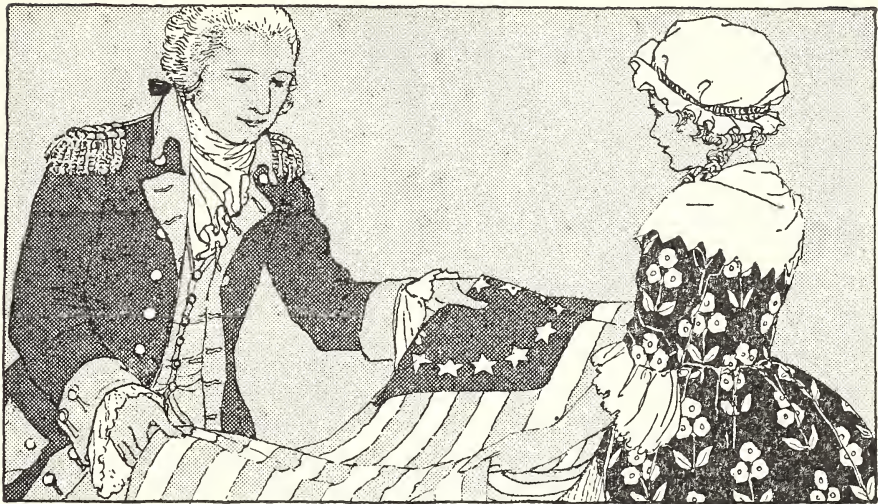
HOW OUR FLAG WAS MADE

There was a time, a hundred and fifty years or so ago, when we had no American flag. We were not a great nation then—only thirteen colonies under the government of England. Then came the Revolutionary War, in which the people of the colonies fought to get their freedom.

Of course you know that in time of war each army carries its flag. Very soon after the fighting began, the colonists realized that they must have a flag of their own which each company of soldiers could carry into battle and which each ship could fly from its mast.

George Washington and his friends talked about this new flag. They wanted it different from any other flag. At last they decided that it should have thirteen stripes and thirteen stars. Can you tell why they chose just thirteen? Seven of the stripes were to be red and six were to be white. The stars were to be white on a blue field. When they had it planned, Washington drew a picture of it.

There lived in the city of Philadelphia at that time a young woman named Betsy Ross who was very clever with her needle. Washington with two of his friends called on



Betsy Ross, showed her the picture of the flag, and asked her whether she could make one like it. Betsy felt very proud because she had been chosen by Washington for this work. She sewed busily for several days, making her stitches even and fine. As she sewed, she kept thinking of how by and by her flag might fly above the heads of the brave soldiers.

When Washington saw the finished work he liked it even better than his picture. It was so beautiful that every one admired it and soon loved it. Hundreds of other flags were made just like it. They were carried into the smoke and dust of battle; they flew gayly from the masts of all our ships; they were proudly displayed in the windows of many houses. And, when the war was won and the people of America had their freedom, our flag was waved joyfully everywhere throughout the colonies.

Since that time, many hundreds of thousands of our flags have been made. We can see them everywhere flying from our schoolhouses, our libraries, and all other public buildings. Many stars, too, have been added to the

original thirteen. But no matter how many flags there may happen to be, Betsy Ross will always have the honor of having made with her own hands the very first American flag.

Choose one of the following subjects, find out all you can about it, and be ready to give a talk on that subject in class :

1. How the First American Flag Was Made
2. The Meaning of the Stars and the Stripes. (Tell how many stars our flag has now.)
3. When and Where the Flag Is Seen
4. How We May Show Love and Respect for Our Flag

Draw a picture of the first American flag.

Acting the Story. Act the story, "How Our Flag Was Made." At the end let every one rise and salute the flag. These are the exact words of the salute :

I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands—one nation indivisible, with liberty and justice for all.

59.* Correcting Written Work

Today write a story about one of the subjects in Lesson 58.

Even though a pupil has taken great care with a story, he very often makes mistakes. These mistakes may be so serious that he will have to write the whole story again. Sometimes, however, the mistakes are such that it is not necessary to do this. If the lesson is written in pencil, he may erase the error and make the

correction. If it is written in ink, the best plan is to draw a line neatly through the word containing the mistake and write the correct form above, as ^{receive.}~~receiv.e.~~

In correcting pencil errors, erase neatly. In correcting errors in ink, draw a line through the incorrect word and write the correct word neatly above.

60. *Lie and Lay*

In each of the following sentences you will find in parentheses some form of the word *lie* and some form of the word *lay*. After reviewing Lesson 35, read the sentences in this lesson, choosing the correct form for each. Your teacher may ask you to write some of these sentences in class.

1. He is (lying, laying) down.
2. I will (lay, lie) it down for you.
3. My pencil was (laying, lying) on the floor.
4. "(Lay, Lie) down!" she cried.
5. "Where shall I (lay, lie)?" he asked.
6. She told him to (lie, lay) on the floor.
7. While he was (laying, lying) there he fell asleep.
8. If he (lays, lies) down he will be safe.
9. An arrow is (laying, lying) on the doorstep.
10. Beside it (lies, lays) a tomahawk.
11. Deerslayer is (laying, lying) in the grass.
12. He has been (laying, lying) there for hours.
13. The rain was (laying, lying) the dust.
14. Mr. Green will (lie, lay) the corner stone.

61.* Game: On the Right Track*(Came — Have Come)*

1. The circus *came* to town yesterday.
2. Two clowns and ten elephants *have come* in the circus.
3. A lion *has come* with it too.

What helping words are used with *come* to tell what has already happened? Another helping word is *had*. In speaking or writing about what has happened in the past, it is not correct to use the word *come* unless one of these helping words is used with it. *Came* must always be used without a helping word.

Draw two lines on the floor, one of which, the "right track," leads to the station of Correct Speech. Arrange yourselves in two rows near the back of the room. When the teacher gives out one of the expressions, *has come*, *have come*, or *came*, the first pupil in the first row will use it in a sentence. If his sentence is correct, he may take his place on the right track. If it is incorrect, he must stand on the wrong track. At his next turn he will have a chance to get on the right track. See how many can reach the station. Here are some things to talk about; waves, rain, postman, train, engine, automobile, airplanes, horses, uncle, cousin, doctor, newspaper, letter, package.

62.* Mentioning Yourself Last

Study the following sentences:

1. *Lorraine and I* are cousins.
2. May *Edward and I* go to the lake?
3. *Grandmother, mother, and I* are all busy knitting.

How many persons are spoken of in the first sentence? in the second? in the third? What word in each sentence stands for the one who is speaking? Is this word placed before or after the names of the other persons? When a person speaks of himself together with one or more other persons, he should always mention himself last. Since this is the polite thing to do, it has also become a rule of correct speech.

When you speak of yourself together with one or more other people, always mention yourself last.

Write four sentences using one of these groups of words at the beginning of each:

Mother and I
Harold and I

Your friend and I
Mildred and I

Here are some more sentences, a little different from the others, although the speaker is again mentioned last:

1. Mrs. Evans invited *Sam and me*.
2. There is no room for *Fred and me*.

Write four sentences using one of these groups of words in each. Check all your sentences.

Anna and me
My father and me

My mother and me
Tom and me

Game. The teacher will ask two pupils to raise the window, two to pull down the shade, three to go to the door, two to write on the board, two to do something else, until several groups of pupils have been requested to do something. Suppose that the names of two of the pupils are James and John.

TEACHER: John, what did I ask you and James to do?

JOHN: You asked James and *me* to raise the window.

TEACHER: What did you and John do, James?

JAMES: John and *I* raised the window.

The questions and answers continue until every pupil has had an opportunity to answer a question, by giving a sentence in which the word referring to himself is placed last.

Go over this drill by yourself. Think what your classmates will be expected to say, and what you will say when the drill begins.

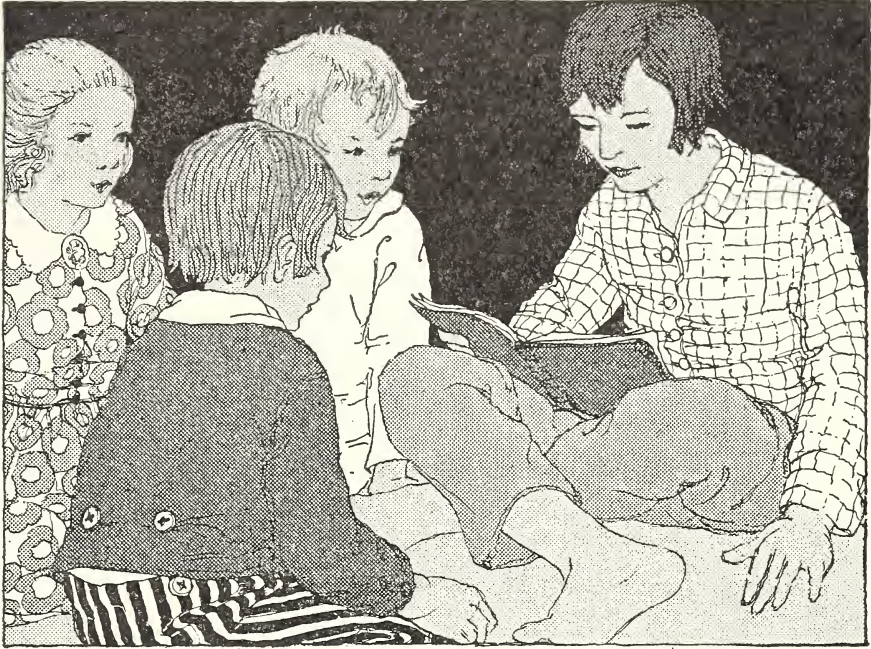
63. A Story about Abraham Lincoln

Here is something that you may never have thought about. Some boys and girls have so many things done for them that they are harmed by them. If they had fewer pleasures it might be better for them, sometimes. They would work harder.

In our story today we are told about a boy who had hardly anything that most boys and girls now have. As you read the story, think of the things which you have that he did not have. Yet he worked hard and became a very great man.

Many years ago, in a little log cabin in Kentucky, a boy was born who was to become one of the greatest men in the world. His name was Abraham Lincoln.

There was no sign then that this boy would ever become great. He lived in the backwoods, miles from any city, where there was neither church nor school nor store. His



clothes were poor and ragged, he went barefoot most of the year, and often had to go hunting or fishing in order to get something to eat. Even when a very little fellow Abraham had to work hard on his father's farm. In his whole life he did not go to school more than a year. His mother taught him to read and write, and he learned a little about arithmetic in the few weeks he attended school. Everything else he learned by himself, studying evenings and every other spare moment.

One day Abraham heard a famous man make a speech. It was a wonderful event for the little boy. He thought about it a great deal and said to himself, "I must study harder and harder and learn all I can. Then some day I, too, can talk so that people will want to listen to me." He read more and more, repeating what he had read to other boys who lived near. Sometimes he made speeches to

them or told them interesting stories. The other boys liked Abraham, because he was always kind and honest and brave. They liked to hear him talk, too, because he knew so much and had a very interesting way of telling things.

By the time Abraham Lincoln had grown to be a man, the people all over Illinois, where he was living then, had come to know how good and wise he was. When they needed some one to go to the legislature to help make wise and just laws for the state, they chose Abraham Lincoln. Grown people were glad to listen to his speeches now, just as he, when a little boy, had once listened to the famous man. He was never afraid to do what he believed to be right, for he felt that doing right was the first duty of every good citizen. His early experiences in life were the means of his always understanding and sympathizing with the lot of the common people.

As years went on, he became known all over the United States because he was so good and wise. When our country was in great trouble, and needed for president the best man that could be found, the people chose Abraham Lincoln. The poor little boy who had but little and worked hard became one of the greatest and best-loved presidents we have ever had.

Story Telling. What do we have that Abraham Lincoln did not have when he was a boy? What did he do to learn to speak well? What can you do? Can you practice our rules? This will be an excellent time for you to tell a story which your parents or grandparents have told you about their childhood.

64. A Poem about Our Flag

We usually think of a flag as being made out of cloth with red and white stripes and with white stars on blue. Mary Howlister tells in the poem, "Our Flag," what she would use instead of cloth. Read this poem very carefully, so that when you finish you can answer the questions that follow.

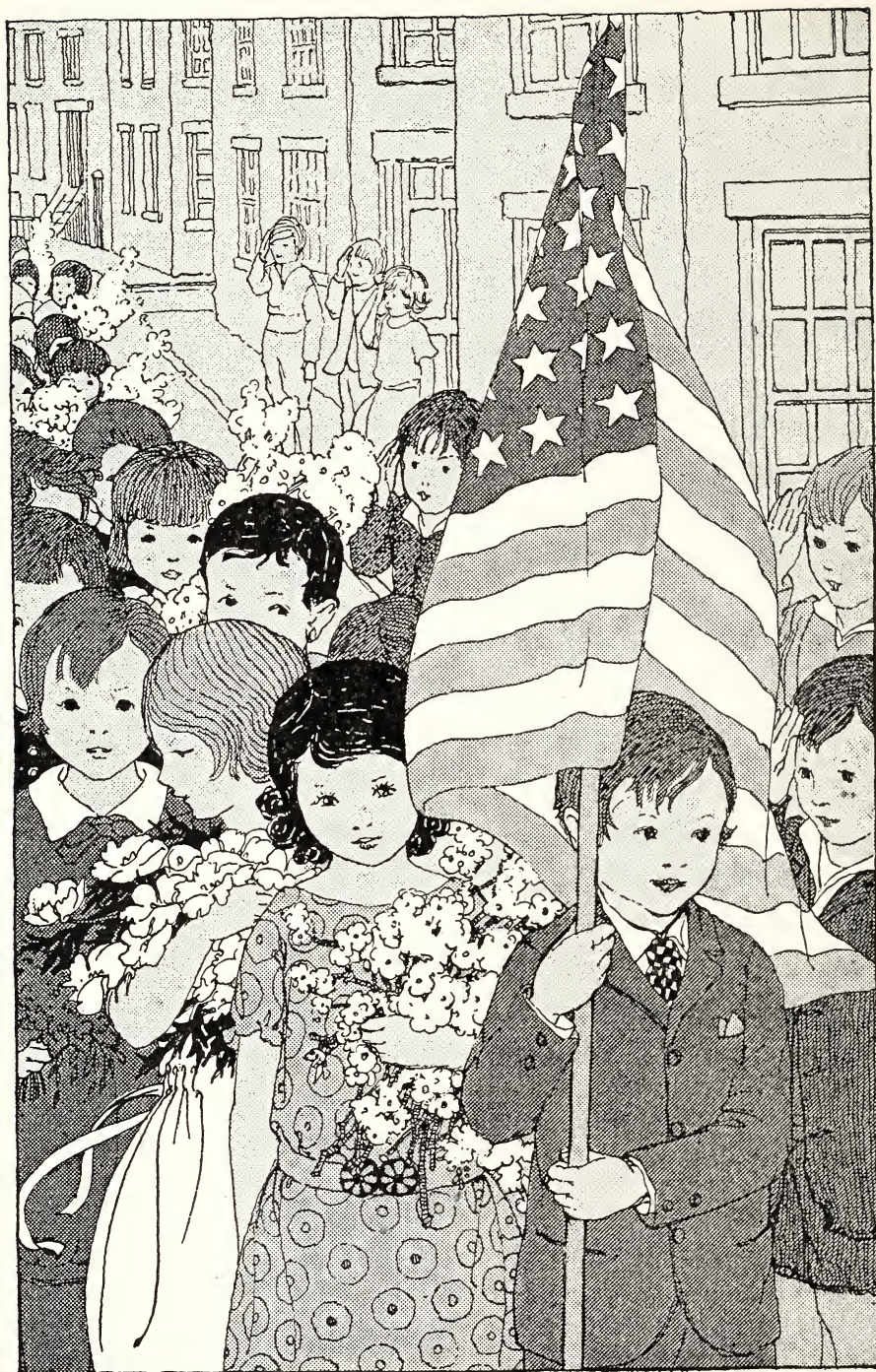
OUR FLAG

There are many flags in many lands,
There are flags of every hue,
But there is no flag in any land
Like our own Red, White, and Blue.
I know where the prettiest colors are,
I'm sure if I only knew
How to get them here, I could make a flag
Of glorious Red, White, and Blue.

I would cut a piece from the evening sky,
Where the stars were shining through,
And use it just as it was on high,
For my stars and field of Blue.
Then I want a piece of a fleecy cloud,
And some red from a rainbow bright,
And I'd put them together, side by side,
For my stripes of Red and White.

Then "Hurrah for the Flag!" our country's flag,
Its stripes and white stars, too;
There is no flag in any land
Like our own Red, White, and Blue.

MARY HOWLISTER



How would she get the blue? Where would she find the stars? How would she get the white and the red? What do you think of this plan for a flag?

Children of every land love their own flag. Why do they? What does this country do for us to make us love it? What little things can we do every day to show that we love our country?

65. Writing about Our Flag

What holiday do you think the children in this picture are celebrating? How do the children on the sidewalk show respect to the flag? Have you ever carried a flag in a parade? Tell about it.

There are certain rules which should be followed if we are to show proper respect to the flag. The flag should not be raised before sunrise, and it should be lowered at sunset. It should never be allowed to touch the ground when it is being raised or lowered. When the flag is on parade, it should always be carried at the head of the marchers. When carried with any other flag, the stars and stripes should be at the right; when carried with many others, it should precede all others.

How many stripes are there in the flag? What do they stand for? What does each star stand for? Draw a picture of the flag and color it with crayons.

Write a story about the flag, describing it, explaining what the stars and stripes stand for, and adding one or two rules which should be followed in showing respect to the flag.

66.* Game: *It Makes No Difference to Me*

If possible, form a circle; otherwise, stand in a line. Have a string long enough to go round the circle, and place a ring on the string. Every one should take hold of the string. Pass the ring along the cord from one to another. Those who are not passing the ring should pretend to be passing it.

The one who is to do the guessing stands in the center. He touches some one's hands and asks, "May I see your hands?" If the one whose hands were touched does not have the ring, he opens his hands, saying, "It makes no difference to me," or, "It doesn't make any difference to me." If he has the ring, he says, "I have the ring!" Then this one will be the guesser.

Study this game carefully so as to know exactly how to play it.

67. *Sit and Set*

In each of the following sentences you will find in parentheses some form of the word *sit* and some form of the word *set*. Decide which word is correct for each sentence and give the reason for your choice. If you cannot do this, review Lessons 48 and 49.

Your teacher may ask you to write some of these sentences in class.

1. Mrs. Brown, won't you (set, sit) down?
2. I'll (sit, set) here for a minute.
3. I saw her (setting, sitting) there quietly.
4. (Sit, Set) the milk on the table.

5. The bottles have been (sitting, setting) in the sun.
6. I will (sit, set) them in the ice box.
7. Does your little brother like to (set, sit) in the swing?
8. I have been (setting, sitting) so long that I am tired.
9. We were (sitting, setting) on the bank.
10. You may (set, sit) chairs in the corner.
11. I don't like to (sit, set) here very well.
12. John said I might (set, sit) with him.
13. He has been (setting, sitting) out plants.
14. Miss Prudence (sets, sits) up very straight.
15. That was the way her mother taught her to (sit, set).
16. George, please (sit, set) up the target.
17. Do you like to (set, sit) on a hill top?
18. John saw her (setting, sitting) there.

68. Capitals and Punctuation

How many books do you suppose Abraham Lincoln had when a little boy? Just three: the Bible, *Pilgrim's Progress*, and Æsop's *Fables*. These he read over and over till he knew them almost by heart.

As he grew older, he began to borrow books from the few people who had them to lend. One day Abraham borrowed from old Mr. Crawford, a neighbor, a book which told all about the life of George Washington. The boy loved the book so much that he opened it every evening just as soon as his work was done, and read in it just as long as he could keep awake. When he went to bed, he placed the book between the logs of the wall near his bed. Then, if he waked early in the morning, he could easily find the book and begin his reading.

One morning, before he had fairly opened his eyes, Abraham reached out to get the book. He drew his hand back quickly and sat straight up in bed, wide awake. The book was covered with snow! During the night snow had drifted through the cracks between the logs, covering the book and even the bed.

Abraham brushed the snow off the book as carefully and as quickly as he could, but it was all wet and stained. He was sorry and a little frightened, but he dressed quickly and marched straight over to Mr. Crawford to ask him how he could pay for the harm done to the book. Mr. Crawford told Abraham that if he would work for him three whole days, he might have the book to keep.

This task Abraham did with a glad heart. Then the book belonged to him! How glad he was that the snow had sifted into his room in the middle of the night while he knew nothing about it! He read the book again and again, and the more he read, the more he made up his mind to help the world by being brave and honest like Washington.

How many paragraphs are there in this story? What rule have you learned about paragraphs? How should every sentence begin? How many capitals are used in the second paragraph? Why is each used? How many exclamation marks are used? Tell why each is used. What mark of punctuation is placed at the end of a question? at the end of a statement?

Written Exercise. Write five questions about persons or things mentioned in the story. Write two sentences about things owned by people in the story, such as *Mr. Crawford's book*.

69. Thrift Stories

Once upon a time there was a boy who ran to the candy shop every time he was given a penny. When Christmas came, he had no money for presents. This boy would tear out of his tablet a sheet of paper on which he had written only two lines. He left his skates outside the door and some one stole them. When he wrote on the board, he broke the chalk into little pieces and wasted it.

Benjamin Franklin, of whom you have heard, of course, was a different kind of boy. When he was young, he decided to waste nothing. He said, "Waste not, want not." As he had always been thrifty, he was in "easy circumstances" at forty-two years of age, and at that time he sold his business to get leisure for study.

What does "Waste not, want not" mean? What do we mean by "easy circumstances"? In what ways do boys and girls waste money? or clothes? or food? or time?

Write a story about one of the following subjects. Check your work.

1. How Boys and Girls Can Save Pennies
2. How I Can Be More Saving with My Clothes
3. How I Can Keep from Wasting Food
4. How I Can Take Care of My Playthings

Write five very important rules to follow if you wish to be saving.



70. Giving Directions

Can you blow a soap bubble as large as the one you see in this picture? Sometimes the bubbles burst when they are small. What do you do to make the bubbles large? Why is the little boy watching the bubble? What do you sometimes see in soap bubbles? Have you ever tried to blow soap bubbles out of doors when there is a wind blowing? What happened? How many bubbles can you blow from one pipeful of soapy water? This little boy seems to be having a good time, even though he is playing alone. Do you know any other games that one can play alone?

Did you ever blow soap bubbles? There is probably at least one girl in your class who has never blown

bubbles. Tell her exactly what materials she must get, and what she must do to make very large bubbles. Use this outline:

1. The materials you need
2. How to get them ready
3. The best way to blow

71.* Game: Little Boy Blue

(*Did—Have Done*)

In Lesson 61 we learned that *came* is used alone but that *come* is used with helping words such as *have*, *had*, and *has*, when it tells about what happened in the past. Today we shall find that *did* is used alone and that *done* needs the same helpers as *come*. Read these sentences and find the helping words:

1. My dog *did* many clever tricks when we played circus.
2. Rover *has done* these tricks often for me.
3. He *had done* his best tricks before you came.
4. I *have done* my best to train him well.
5. Last summer he *did* a very brave deed.
6. He *has done* many other wonderful things.

Make a rule for the use of *did* and *done*.

To play the game, Robert, or some one else, goes to the front of the room and pretends to be doing something. When he has finished, the class says:

“Little Boy Blue,
What did you do?”

Robert answers:

“Oh, what fun,
Oh, what fun!
No one knows
What I have done!”

Then the children in turn try to guess, saying, “Have you raked hay?” or “Have you swept a room?”

If a guess is wrong, Robert answers, “No, I have not done that,” or, “No, I haven’t done that.” If a guess is right, he says, “Yes, I have done it.” The one who guesses correctly then goes to the front.

72. A Poem to Enjoy

There is something very mysterious and attractive about the dark. When we go to bed, if we are not too sleepy, we can fancy we see strange and beautiful pictures. When our parents are reading by the shaded light on the table or sitting by the fireplace, there are all sorts of dark spots behind the sofa, under the table, and around the edges of the room. There is no telling what there may be in these dark places.

When Robert Louis Stevenson was a little boy, he used to go prowling on hands and knees in the dark corners of the room and imagine that he was having all sorts of exciting adventures. He tells about them in this poem, which he wrote after he grew to be a man. Read carefully to find out what he pretends he is doing.



THE LAND OF STORY-BOOKS

At evening when the lamp is lit,
Around the fire my parents sit;
They sit at home and talk and sing,
And do not play at anything.

Now, with my little gun, I crawl
All in the dark along the wall,
And follow round the forest track
Away behind the sofa back.

There, in the night, where none can spy,
All in my hunter's camp I lie,
And play at books that I have read
Till it is time to go to bed.

These are the hills, these are the woods,
These are my starry solitudes;
And there the river by whose brink
The roaring lions come to drink.

I see the others far away
As if in firelit camp they lay,
And I, like to an Indian scout,
Around their party prowled about.

So, when my nurse comes in for me,
Home I return across the sea,
And go to bed with backward looks
At my dear land of story-books.

ROBERT LOUIS STEVENSON

What does the boy pretend he is? What does he do? Where does he pretend he is lying? What kind of country does he see? Is he afraid? What are "starry solitudes"? Where does he make believe his parents are? And then what does he pretend he is? Is he happy when nurse comes in? How do you know?

Have you ever had fun playing in the dark? Tell the class a story about it.

73. Checking a Story

Think of some short story which you like very much, make an outline of it, and then write the story yourself from your outline. Before writing, read the checking list in Lesson 31. After finishing the story, check your work by all the rules you have learned.

74. *Come and Came*

Copy this story in rhyme, filling the blanks correctly with either *come* or *came*. Check your work in class.

While strolling on the sand one day
Beside the deep blue sea,
A fish — swimming on the tide
Bearing a tiny key.
“I’ve — to give you this,” he said,
“And when you’ve — with me,
I’ll show you where our treasures lie
Beneath the deep blue sea.”
We dived into the salty tide
And swam until we —
To a castle built of colored rocks
Where mermaids played a game.
My key unlocked the castle gate,
We — inside the walls,
And with us all the mermaids —
A-dancing down the halls.
The mermaid queen — in a shell
Harnessed to four large snails.
With her the jellyfish had —
To dance with filmy veils.
The turtles, too, had — to play
Faint tunes on pipes of reed,
While one by one the fish — by
’Mid waving pink seaweed.
These wonders I — back to tell,
But nevermore to me
Has the little fish — swimming
Out of the deep blue sea.

75. Telling Stories

How do you spend your winter evenings at home? Do you play with your toys? Do you play games? Do you make things in your shop? Do you listen to the radio? Or do you read?

What is the happiest evening at home that you have ever had? What did you do? Prepare a story about "My Happiest Evening at Home," and tell it to the class. Are you following carefully all the rules of oral composition? Which one troubles you most?

Draw some pictures to illustrate your story.

76.* Game: *These—Those—Them*

Look at the following sentences carefully:

1. Oh, see *those* roses! I want *them*.
2. Have you seen *these* roses? Yes, I have seen *them*.

It is right to say *those roses*, *those stories*, *those boys*, *these books*, or *these apples*; but it is not correct to follow the word *them* with such a word as *roses* or *stories*.

Write ten pairs of sentences like sentences 1 and 2 above.

Game. In class time play a game in which each one thinks of a pair of sentences—as:

I like those oranges. I like them.

May I have these pencils? I want them.

Play it as you did the *Doesn't* game in Lesson 13.

77.* Game: *I Said Nothing*

One child comes to the front of the room and closes his eyes. The teacher points to some one in the room, who says:

“Little mouse, little mouse,
Who eats my sugar house?”

The child in front opens his eyes and guesses who spoke. “Laura, was it you who spoke?” If the guesser is wrong, Laura should say, “I said nothing,” or, “I didn’t say anything.”

Then the guesser must try again until he guesses correctly. Another child then takes his turn at guessing.

Before the game begins, memorize the questions and the answers.

78. Writing a Fairy Story

You have often read stories about fairies. Have you ever tried to write one? Today write a story about fairies, telling how they dance in the woods, or how they sometimes visit good people. Check your story carefully.

Or you might write the story of the little boy or girl who went to live for a time in fairyland. Try to make your story interesting by describing the fairies and the beautiful flowers and wonderful forests in fairyland. Before writing, make a little outline of your story.

79. The Story of a Fairy

Copy the paragraph below, filling each blank with a word from the following list:

name	high	songs	Lorelei's
boat	see	people	

There was once a fairy whose —— was Lorelei (Lō' rě lī). She sat on a —— rock on the bank of a beautiful river. Lorelei had long, golden hair, which she was always combing with a golden comb. She sang beautiful —— about fairyland. Whenever a —— sailed on the river below, the boatman looked up to —— the beautiful Lorelei and to listen to her fairy song. Very often the boatman would forget to guide his boat, and it would be dashed to pieces on the rocks. Whenever such an accident happened, the —— would say, "That is the —— fault! The Lorelei has done that with her magic singing!"

Read your story to the class.

Draw a picture to illustrate your story. Color it if you have paints or crayons.

80. A Dictation Lesson

Read again the poem in Lesson 72. Copy the last two stanzas. Learn to spell every word and know where to place capitals, periods, and commas. In class your teacher will dictate these stanzas to you. Try to have a perfect paper. How should every line of poetry begin? Is your writing as plain and neat as you can possibly make it?



81. A Talk about Pets

This little girl must be Mary. Of course Mary's pet in the Mother Goose rhyme was a little lamb, and this is an old sheep. Besides, one cannot even be sure that it has a "fleece as white as snow." But let us call the little girl Mary, nevertheless. What name do you think Mary has given the sheep?

Does the sheep like to be petted? What makes you think so? Perhaps Mary has had it for a pet ever since it was a little lamb. Do you think it strayed away from home and Mary has just found it? Or has Mary been away from home herself for a week? Of course she would run out to see her pet the very first thing.

Has this sheep been sheared lately? What will be done with its wool when it is sheared? Is a sheep a very clever animal? Could you teach it many tricks? Did you ever try to make friends with a sheep? Tell about it.

Telling the Story of a Pet. Do you have a pet? What pets do your friends have? Tell a story about the cleverest or most interesting thing your pet ever did. If you have no pet, tell about a pet that some other child has; or talk about the picture in this lesson.

82.* Game: *Went—Have Gone*

Here is a lesson about two words which we must be careful to use correctly. Just as with *saw* and *seen*, and *came* and *come*, we must remember which one of the two needs a helping word. Read the following sentences to see which one it is:

1. The children *have gone* to the lake for a picnic.
2. They *went* early this morning.
3. Rover *has gone* with them.
4. When I *went* to call Henry to his dinner, I found he *had gone* too.

It is very important to remember that *went* is always used by itself, and that *gone* is never used without a helping word.

Write five sentences using *went*.

Write five sentences using *have gone*, *has gone*, or *had gone*.

Make sentences that will tell something interesting.

Game. The teacher will ask one of you to step out of the room. She will ask you questions, such as :

Who has gone out of the room?

Who went out of the room?

Where has he gone?

Where did he go?

You will answer each question with a sentence using *gone* or *went* correctly.

After this pupil has been called back, another one may be asked to go to the window, and similar questions asked about him.

83. A Story to Complete

Here is the beginning of a very exciting story. Read it and then plan a good ending for the story.

THE MYSTERIOUS BOX

One day Jack and his sister Mary were returning home from an errand at a neighboring farm. Instead of following the road all the way they took the short cut through the fields and over a hill covered with thick woods. As they hurried along through the lonesome forest, they stumbled over an iron box about as large as a shoe box. It was very old and weather-beaten and looked as if it had been lying there under the leaves and twigs for years.

"I wonder what is in it," said Mary.

Try as they would, however, they could not open it. They tried to break it open but it was too stout; they tried to pry off the hinges but they were too firm.

"Let's take it home anyway," said Jack.

So they trudged off through the woods, carrying it between them, for there was an iron handle on each end.

Very soon they came out of the woods into a narrow lane. They found it much easier to carry the box here, as there were no trees in their way. Soon after they entered the lane, Mary spied a shiny new key lying in the grass by the side of the wagon tracks.

“Maybe the key will unlock the box!” cried Jack in an excited voice.

The children sat down at the side of the lane and let their feet hang over the edge of a ditch which ran across the field. Jack blew into the pipe of the key to get rid of the dust. Then he dug the sand out of the keyhole with a piece of wire which he always carried in his pocket in order to have it handy. Fitting the key into the keyhole, he tried to turn the lock. It would not turn.

This was very disappointing, but Mary, who was not easily discouraged, said, “Let’s try again. Please let me take the wire a minute.” Patiently she picked at the sand in the lock, blowing hard into the keyhole from time to time. Then she tried again to turn the key. Snap! went the lock this time, and, calling excitedly to Jack to come quickly, she raised the lid of the box.

They both peered inside and saw —

What *was* in the box? Who left the box in the woods? Why did not the person who left it there come back to get it? What did Jack and Mary do with the box and with what they found in it?

Be prepared to tell in class the whole story of the box, supplying your own ending to the story.

84. Game: Sailing to Port

(Review of Punctuation)

The teacher will select two captains, and each captain will choose his own crew. The ship whose crew answers the most questions correctly about the following sentences will sail safely into port. The other ship will be wrecked.

1. Why doesn't Rover lie down?
2. Can you see the Indian's canoe?
3. I laid the book on the shelf.
4. Martha, where did you set the cups?
5. Elsie and Herbert are sitting on the stone wall.
6. Quick, quick! The Indians are coming!
7. The American soldiers were on the march.
8. This picture was painted by a French artist.
9. Their friends have gone away.
10. Why didn't Allen come?
11. What a clever dog you are, Rover!
12. Father and I are going to Maine on a fishing trip.

These are the questions that will be asked about each one of the twelve sentences above.

1. How many capital letters are used in this sentence, and why is each used?
2. Is there a period, a question mark, or an exclamation mark at the end of this sentence, and why is it used?
3. Is there an apostrophe used in the sentence? If so, why is it used? If there is a contraction in the sentence, tell what the contraction stands for. Where is an apostrophe placed in a contraction?

85. Speaking Distinctly

Each one of you should be ready with five written sentences telling something you *could have* done. In class give your sentences in turn very rapidly. If you cannot think of a sentence, or if you say *could of* for *could have*, a mark will be placed against your name.

In the same way prepare five sentences containing words ending in *ing*. If you drop the *g* in reading the sentences, a mark will be placed against your name.

86.* Troublesome Words: *To—Two—Too*

The careless child is often known by the way he uses the words *to*, *too*, and *two* in writing.

The following sentences show the use of *to*:

1. Hilda went *to* town *to* buy a hat.
2. Frank said *to* Robert, "What is *to* be done?"

Too means "also" or "more than enough."

1. I want a piece of candy *too*.
2. Rover is *too* old to learn tricks.

Two is a number.

1. Wilbur has *two* brothers.
2. The fairy gave the old woman *two* wishes.

In the following story, which word, *to*, *too*, or *two*, should be used in place of each blank?

George wanted to go — the ball game, but he had — hoe the potatoes. He went — his mother and told her it was — hot — work.

His mother knew — much about George's excuses — be worried. She thought for about — seconds and said, "If it is — hot to work it is — hot — go — the ball game, isn't it?" George was — much surprised at her close guess — think of another excuse. He confessed and said, "Mother, if you will let me go — the game with my — chums, I will work — hours this evening and I will go — bed without being told — go."

Mother saw how much he wanted — go; so she said, "You may go and I shall not ask you — work — hours tonight. But don't drink — much pop and eat — many peanuts. Have a jolly time!" George was — happy — wait and rushed off — get his — chums.

87.* Game: The Fairy

(It was I)

One child takes the part of a fairy; another child that of the father or the mother. All the children except the fairy place their heads on their desks and pretend to sleep. The fairy passes among them, touching several with her wand (a pencil).

Then the father or mother says, "Wake up, children. William, was it you who was touched by the fairy?"

"No, it was not I," answers William.

"James, was it you?"

"Yes, it was I."

James is then the "fairy," and the game continues.



88. Stories about Animals

This seems a heavy load for two small dogs to draw. But perhaps the boy on the cart is resting for just a moment. How can the boys help the dogs to haul the load up the path to the gate? Do the logs look as if they were heavy? Where do you think the boys went to get the logs? Where are they taking them? What will be done with them?

Who harnessed the dogs? Did the boys make the harness? Did you ever make a harness for a dog? Tell about it. How would you like to have a dog team to drive to school? What would you do with it during school hours? Choose names for the boys and their dogs, and make up a story about them.

Story Telling. Think of the best dog story you know. If you do not know a dog story, think of an interesting story about some other animal. Be ready to tell it in class. You should make an outline of your story and review the rules for story telling before you attempt to tell it in class.

Draw some pictures to illustrate your story.

89. *Saw—Have Seen*

Play the game in Lesson 33. Of the two words, *saw* and *seen*, which one is always used without a helping word? Which one always needs a helping word? What are some of the helping words?

In each of the following sentences which one of the words in parentheses can be used correctly? Read each sentence carefully in its correct form and explain why you think it is correct. Write the sentences and check your work.

1. I (seen, saw) a blackbird yesterday.
2. Have you ever (saw, seen) a blackbird?
3. This blackbird was the largest I ever (seen, saw).
4. Henry has (seen, saw) a field mouse.
5. As soon as he (seen, saw) it, he jumped.
6. Have you (seen, saw) the circus?
7. Yes, I think it is the best I ever (seen, saw).
8. When I (seen, saw) the clowns I had to laugh.
9. My little sister has (seen, saw) only one circus.
10. The guide said he had never (seen, saw) a worse storm.

90. Written Exercise

Copy the following story, writing in place of each blank the correct word taken from the list.

mother	guided	wagon
stones	firewood	dogs

John and Harry went to the forest to gather —— for their mother. They piled the wood in their —— . Their two dogs drew the wagon up a steep hillside. John drove while Harry —— the team. It was hard for the —— to pull the wagon, for the road was covered with small —— . The boys' —— was very glad to have the firewood.

When you have finished, compare your copy with the printed story. Have you spelled every word correctly and have you put in capital letters and periods wherever they are necessary? Be sure that you have used all six words in the list.

91.* More Troublesome Words: *For—Four*

Here are two more words which often cause trouble in spelling. They sound almost alike, but not quite. Pronounce them both carefully several times, and notice the difference in sound. Read the sentences:

1. I have an apple *for* Josephine.
2. What did you do that *for*?
3. This man has been waiting *for* three hours.
1. There are *four* peaches on this limb.
2. School is out at *four* o'clock.
3. Tom has *four* pennies in his pocket.

Read aloud all the sentences containing the word that stands for the number 4. Spell this word.

Copy the six sentences at the foot of page 106.

Write five sentences using *for*, and five using *four*. Have your sentences tell something interesting.

Write two sentences using *to*. Write two sentences using *too*. Write two sentences using *two*. Write one sentence using all three—*to*, *two*, and *too*. Check all the sentences.

92. Writing an Invitation

Boys and girls usually invite their friends to their parties by word of mouth. Sometimes, however, it is necessary to write the invitation and send it through the mail. It is quite customary for grown people to send written invitations, even when their friends do not live at a distance. For one reason or another, therefore, we ought to know how to write simple invitations and how to write the proper reply. It is rather good fun, too, to write invitations for imaginary parties.

Here is an invitation with its reply. What rules for letter writing do they follow?

Dear Joan :

I should like to have you come to my birthday party next Wednesday afternoon at two o'clock.

Your friend,

Robert Johnson

Dear Robert:

I shall be very glad to come to your birthday party next Wednesday afternoon.

Your friend,

Joan Miller

Writing Invitations. Write three invitations to one of your classmates: (1) to come to a May Day party, (2) to spend Saturday afternoon with you, and (3) to come to a birthday party. Be sure to state the hour. It would be very embarrassing for a guest to arrive too early and even more so to come after the party was over, wouldn't it?

After you have written these invitations to your classmate, exchange papers and write the replies to the invitations which you receive.

Write a longer letter to a friend asking him to go somewhere with you and your father or mother. Explain how glad you will be if your friend can go, and what a good time you hope to have.

Exchange letters and write the reply.

93. *Went—Have Gone*

Of the two words, *went* and *gone*, which is always used alone? Which needs a helping word? What are some of the helping words? Read the following sentences and decide which word in parentheses is correct for each sentence. If you have any trouble with this lesson, review Lesson 82. Your teacher may ask you to write some of these sentences in class.

1. They have (went, gone) to the station.
2. I (went, gone) down in the car.
3. If you had (went, gone) I would have (gone, went) after you.
4. When she has (went, gone) I shall be alone.
5. Some people have (went, gone) to the hospital.
6. John has (went, gone) away because he is ill.
7. When the nurse had (went, gone) the doctor came.
8. He will have been (went, gone) six weeks tomorrow.
9. After we have (went, gone) you may read.
10. May and John have (went, gone) in swimming.
11. Who has (went, gone) for the canoe?
12. Who has (went, gone) to the tennis court?
13. She has (went, gone) on a long trip.
14. Johnny has (gone, went) to bed.
15. Have all the people (went, gone) ashore?

94. Giving Directions about Making a Garden

This is a lesson for boys and girls who have a place for a vegetable garden. Just about this time of the year they are planning what to raise next summer, and they must surely have some good advice to give to other young gardeners.

After thinking the matter over carefully, see what information you can give us in answer to each of these questions :

1. How large a garden can a boy or girl of your age care for?
2. What vegetable can you raise most successfully?

3. How should the ground be prepared?
4. How do you plant the seeds?
5. After the seeds have come up through the ground, what do you have to do?
6. When this vegetable is ready to eat, how do you prepare it for the table?

Write the directions which one should follow if he wishes to have a vegetable garden.

95. *Did—Have Done*

Choose the word in parentheses in each sentence which is correct for that sentence. How can you tell which word to use? If you cannot remember, read again Lesson 71. Read the sentences.

1. I (done, did) that problem yesterday.
2. We (done, did) it in class too.
3. After we had (did, done) it we went home.
4. It was the hardest one I ever (did, done).
5. He said that Washington (done, did) it with his hatchet.
6. If he had (done, did) it he would have said so.
7. When you have (done, did) it you may go.
8. Mary (done, did) her exercises this morning.
9. After she (done, did) them she was tired.
10. I have (done, did) them so often that I like them.
11. We (done, did) them every morning in camp.
12. We all (did, done) some rowing too.
13. Frank (done, did) the best of all.
14. I did not think she had (did, done) them.
15. She always (did, done) her practicing before breakfast.



96. Letter Writing

I wonder what the news is this morning. Does the paper mention the number of mice killed last night? Which kitten is excited over the news? How can you tell? If a mouse ran out from under the paper, would these kittens keep right on reading?

How do cats keep their faces clean? What do they like to eat? What effect does the dark have on their eyes? Did you ever rub a cat's back in the dark? What did you see?

Pretend that you are the white kitten, and that you and your brother, the gray kitten, have been given away to some kind people. Choose names for yourself and your brother. Write a short letter to your mother telling her about your new home and how you like it. You might say something about how you and your brother came to be reading the newspaper. Check your story.

97. The Story of a Letter

I am a letter. I was written by a young lady at her home in Dixon, Illinois. When I was finished, she put me into an envelope, and wrote on the envelope:

Miss Nellie Graham
425 Thompson Avenue
Chicago, Illinois

After placing a stamp on the envelope, she took me to the mail box at the street corner and pushed me through the slot. I lay on the bottom of the box in the dark all alone for some time. Then I heard a noise and suddenly a sharp corner of something hit me in the middle of my back. It was another letter. Soon other letters were dropped in, until there were so many on top of me that I was almost smothered.

At last the postman unlocked the door of the box and took us all out. He placed us in his bag and carried us to the post office. There I saw many clerks and hundreds of letters. The clerks picked us up one by one and threw us into piles. I was thrown into the pile of letters going to Chicago. One of the clerks hit me on the face right over my stamp with what he called a rubber stamp. I was tied into a bundle with many other letters and thrown into a big bag, which was closed and locked and tossed into a corner to wait for the man who would take us to the station.

At the station the bags were tossed through an open door into a long car with tables and bags in it. Here men took us out again and looked at us. They threw us into other bags and made the bags all ready to be taken off at Chicago.

When the train reached Chicago, the mail car was opened

and the bags were taken to the Chicago post office. There the letters were sorted again. I was placed in a pile with other letters addressed to houses near 425 Thompson Avenue. A postman took the letters to Thompson Avenue. When he came to No. 425, he put me into a little tin letter box on the porch.

When Nellie came from school, she found me in the letter box. "Oh, a letter from Cousin Effie!" she said. She opened the envelope and read me. I was at the end of my long journey and Nellie seemed very happy to see me.

Story Telling. In class today pretend that you are a letter and tell the story of your long journey.

98. More Letter Writing

Write a letter to your aunt or cousin, or to some friend, using one of the following suggestions:

1. How you took care of the baby one afternoon
2. The last party to which you were invited
3. The first time that you went to the barber shop alone
4. The most interesting thing that you did on your last holiday

99. Speaking Distinctly

Can you say *don't you* distinctly? Take turns giving sentences in which *don't you* is used—for instance:

Don't you like peaches?

Don't you know my friend Jimmie?

This drill should be very rapid.

100. *Those and Them*

In Lesson 76 we are told when it is incorrect to use *them*. Read the following sentences, filling the blanks correctly with either *those* or *them*. Write the sentences and check your work.

1. I put — books away. Where did you put —?
2. What did you do with — old gloves? I gave — away.
3. Mary shouldn't read — books. I do not like —.
4. Charles, please bring — apples to me.
5. You should not be eating — in school.
6. Let me put — crackers away. You do not need — now.
7. — girls are my friends. I like —.
8. I chased — dogs away. My cat does not like —.
9. — boys are noisy. Can't you hear —?
10. Mary thought — pears were the best.

101. Telling Indian Stories

What interests you most in this picture? Why is the "cowboy" hiding behind the tent? For whom is he looking? What has he in his hands? What does he intend to do with it? Is the "Indian" on the watch for his enemies? What makes you think so? What will he do when he sees the enemy?

Describe the tent. How is it decorated? How is it set up? Are the boys far from home? Do they sleep in the tent at night? Have you or your brothers ever played "Indian" or "cowboy"? Tell about it.



Story Telling. If you happen to know a good Indian story, tell it. If you cannot do this, make up an interesting story about these boys. Whatever story you plan to tell, first make an outline and repeat the story-telling rules to yourself.

102. Study of a Story

A little boy who lived in the country once wished that his father lived in the city; and on the very same day a little boy who lived in the city wished that his father lived in the country. A kind fairy arranged to have their wishes come true. The country boy's father moved to the city, while the city boy's father moved to the country. Then, when a year was up, the country boy wished nothing so much as to be at home again, and the city boy begged the fairy to take him back to the city. Again the fairy granted their wishes, and this time they remained satisfied. It is foolish to complain about what you have and to wish to have something quite different. That is what the foolish fir tree did.

THE FOOLISH FIR TREE

A little fir tree once stood in a great forest. It sighed and murmured to itself all the day long, because it wished to be the finest tree in all the forest. It wondered what it could do to make the other trees call it the most beautiful tree of them all.

All day it watched the others closely and all night it thought about what it saw. In the morning it saw how the

sunbeams danced and twinkled on the quivering leaves of the aspen, till the leaves looked as if they were gold. At noon it saw how the beech leaves touched each other at the edges, and made three-cornered openings to let the sunlight through, and so made gold and shadow lacework on the ground beneath. At sunset it saw how all the greens of all the trees took on a golden tint in the last level rays of yellow light. "I wish I had leaves of gold," whispered the little fir tree to itself in the long night; "for then I could outshine them all."

When the darkness stole away and morning came over the hills, no tree in all the forest shone like the little fir tree, for it had leaves of gold! Before the proud little tree could make the others notice how wonderful it was, a man came through the forest, saw the golden leaves, picked off every one, and carried them home in his bag. All day the poor little tree stood bare and desolate, watching the joy of the other trees.

In the morning it saw how the dew sparkled on the finger-like leaves of the sumac. At noon it saw how the birch leaves flashed in the silver rain. At sunset it saw how the scalloped edges of the maple glittered with the last raindrops which clung to them long after the rain was passed. "I wish I had leaves of glass," sighed the little tree in the silence of night time; "for then I could outsparkle them all."

When the darkness stole away and morning came over the hills, no tree in all the forest glittered like the little fir tree, for it had leaves of glass! But before the vain little tree could make the others notice how it flashed and sparkled, a great windstorm came up and blew the brittle



leaves of glass into a thousand bits. Again the poor little tree stood all day, shivering and sad.

In the morning it saw what different shades of green there were in the oak leaves and the birches and wild apples. At noon it caught the faint, sweet odor of the willows. At evening it saw how cool and fresh and tender the young shoots of all the trees looked in the sunset glow. "I wish I had green leaves like the rest," murmured the little tree to the moon, "but I wish they were more green and sweet and fresh and tender than all the other leaves."

When the darkness stole away and morning came over the hills, no tree in all the forest was so fragrant and fresh and tender as the little fir tree; for it had greener leaves than any other tree! But before the proud little tree could make the others notice how bright and fresh it was, a little goat came roaming through the forest, sniffing the sweetness on the air. "This is the greenest and tenderest leaf I ever tasted," cried the little goat, and he ate until not a single leaf was left. The poor little tree drooped its bare

branches and longed for night. "I wish I had my own stiff needles again," it moaned at midnight, "for then I could do the things I used to do."

When the darkness stole away and morning came over the hills, no tree in all the forest was so happy as the little fir tree, for it had its own stiff little needles again! In the morning the rains and dews washed them so clean that they shone like fairy swords. At noon the hot sun kissed them till they filled the air with spicy sweetness. At sunset the evening wind played a low, sweet music on them, like the sound of a fairy organ very far away. And the little fir tree grew to be a big fir tree. But it never wished to change its leaves again.

What did the fir tree complain about? What was its first wish? What happened when this wish was granted? What was its second wish? What happened? What was its third wish? What happened when the third wish was granted? What was its last wish? Then what happened?

Telling Stories. Make an outline of the story of the foolish fir tree. Tell the story to yourself as you follow the outline. In class you may place your outline on the board and tell the story from your outline.

Tell a story about how you once wished for something very much and were sorry when your wish was granted.

Make up another story about a little forest tree that wanted to be cut down at Christmas and taken into a brightly lighted home.



103. Stories about the Seashore

Jack and Margaret are spending the day at the beach. How are they dressed? Do you think they have been in bathing? What are they doing to amuse themselves? Have the waves been up where Margaret is kneeling? How can you tell? What have the waves left upon the beach?

What is Jack doing with his shovel? What do you think Jack and Margaret are going to make in the sand? Is sand hard to dig? When the tide comes in and the waves cover the sand pile, what will happen? Where will Jack and Margaret go then if they wish to keep on playing in the sand? Perhaps they will eat their lunch then.

Think of all the times you have had fun playing near the water—it may be a river, a pond, a lake, or an ocean. Select the time which you like to remember best. Tell the story of this experience to yourself. Include everything that will help to make the story interesting. For instance, tell exactly how this place by the water looked, what time of year it was, who were with you, and what you did to have fun. Tomorrow you may tell the story to your classmates.

104. A Written Story

Read the rules for written stories. Then write the story you prepared yesterday. After you have finished it, check it carefully.

105. Writing Sentences—A Review

With what kind of letter must every sentence begin? What three marks of punctuation may be used at the end of sentences? When should you use an exclamation point? When should you use a question mark? Repeat as many rules for the use of capital letters as you can. Then turn to Lesson 31 and see whether you have forgotten any. If you have, study them so that you will remember them next time.

Write five statements, five questions, and five exclamations. Use the names of some particular people or cities or nations in the sentences.

106. The Story of a Dog

What kind of dog do you like best? Are dogs affectionate? How do they show their affection? Read carefully this story of a boy and a dog, so that you will be able to tell it well in class afterward.

PETER

One hot August morning two forlorn figures might have been seen sitting on the steps of an old farmhouse in Pennsylvania. One was a dusty, trowsled, blue-overalled boy of—oh—perhaps eight years, with tow-colored hair sticking straight up through a hole in his ragged straw hat. The other was a dog of about the same age, with a tangled yellow coat and unhappy eyes that searched the boy's face for the wide, jolly grin that usually greeted him.

The boy had been named Henry Arthur when he was a very small, pink, blue-eyed baby, but since his hair had gotten so tangled and he had gathered about three thousand freckles, and had lost two front teeth, it seemed more natural to call him Towslehead. So Towslehead he will be till the end of our story.

The dog was Peter and he was a very wise old dog—but he *was* getting pretty old to be the watchdog for the farm, and just now he was in disgrace. He had been sleeping the deep sleep of old age the night before and had let a thief get into the poultry yard and steal two of the nicest, plumpest chickens. This had made Towslehead's mother very cross indeed, and since it wasn't the first time it had happened, Towslehead's tall father had said that Peter must go and they must have a younger, livelier dog to take his place.

Now I really don't believe that Towslehead's father understood that Towslehead and Peter were *almost* brothers because they had lived and played together so long, and that losing Peter was really one of the saddest things that could happen to Towslehead. You see, when you have *four* little sisters, and *no* brothers, and only *one* dog, you *would* miss the dog a great deal, wouldn't you? Anyway, Towslehead and Peter were feeling very mournful that morning as they sat side by side on the doorstep, and I'm afraid that you would have found a little damp spot on the side of Peter's neck where two or three hot, salty tears had dropped.

Towslehead decided he couldn't sit there any longer because he kept feeling worse and worse. He went into the big kitchen and asked his mother to let him take Peter and go fishing down in the creek. His mother, who really felt sorry for them, said that they might if they would get back for dinner. She gave Towslehead two thick bread-and-jelly sandwiches and a big apple, and off they started down the dusty lane. But even the enjoyment of watching the little "plops" of dust stirred up by their bare feet was not enough to drive away the terribly unhappy feeling for very long.

When they came to the gossipy old creek, they picked out a spot under a big willow tree that hung over a deep pool, and Peter lay down to rest his old bones and to watch Towslehead put an angleworm on his hook. After Towslehead had thrown in his line, they both sat very, very still **in** order not to scare the fish away. But all at once something startling happened! Towslehead had been sitting on the edge of the little pool, with his back against a com-



fortable warm rock, a place where he had often sat before when fishing. He had failed to notice, however, that the water had washed away some of the earth from under the bank.

Suddenly, without warning, the piece of bank on which he was sitting slid into the pool and with it went Towslehead! Peter had been almost asleep, but when this happened he opened his eyes and looked in a puzzled manner at the place where Towslehead had been sitting as though saying, "Well, that's a nice thing for you to do—to go off and leave me that way!"

Now the water wasn't so *very* deep, but it was over the little boy's head. The sudden ducking frightened him so badly that when he touched bottom he grabbed some

weeds and grass, clinging to them with all his might. Of course, this was a foolish thing to do, but perhaps if you slid off a bank in such a hurry and suddenly found yourself under water, you would be glad to hold fast to something too, even at the *bottom* of the pool.

Peter stared thoughtfully at the water for a few seconds and tried to figure it out. When Towslehead didn't appear, he began to get worried and in a much shorter time than it takes to tell this, he gathered his old body together, and made as pretty a dive as he had ever made when he was a young dog. He landed right on top of Towslehead, who was still clinging tightly to the weeds and beginning to feel rather queer, got a firm grip on Towslehead's blue overalls, and up came both boy and dog.

You may well believe that Towslehead's mother was anxious and happy all at once when she saw Peter and Towslehead come up the lane with their feet making little puddles instead of little "plops" of dust. She ran out to meet them with many excited questions. Towslehead was still a little frightened and bewildered, but she got the story out of him in a few minutes. When she told his father that evening, he said that Peter had earned the right to stay there and take a vacation if he wanted to, and that he need not be sent away after all.

That evening you might have seen, sitting on the steps of the old farmhouse, a boy and a dog, and when the dog looked inquiringly into the little boy's face he found there the wide, jolly grin that he had come to know and love.

Describe Peter. Have you ever known a dog like Peter? Tell about him. Describe Henry Arthur. Why was he called Towslehead? Why were the grown people cross with Peter? Did they have a right to be cross? Why was Towslehead so sad? Why did Towslehead want to go fishing? Did Towslehead's sorrow affect his appetite? How did Towslehead happen to fall in? Did you ever hear of a boy who hung on to the roots at the *bottom* of a pond? Tell about it. What do people *usually* do when they fall into the water? What should they do if they cannot swim and the water is over their heads? What did Peter do? What did father and mother do when they heard the story?

Make an outline of the story of Peter. Be prepared, with the help of this outline, to tell the entire story in class. Keep in mind the rules about too many *ands*. Do any other of the story-telling rules still trouble you?

Do you know another good story about a dog's rescuing a boy or girl? Tell it to the class.

Imagine that a young dog was bought to look after chickens and act as watchdog for the family, and that Peter became very friendly with him. Tell how Peter trained the young dog.

Draw a picture of Towslehead and Peter from the description in the first paragraph. Draw another picture of them from the description in the last paragraph.

107.* *Surely*

Many careless children use *sure* instead of *surely*. These sentences show you some ways in which the word *surely* is correctly used.

1. Will you go with me? *Surely*.
2. *Surely*, you may depend on me.
3. *Surely*, I am telling the truth.

Write five sentences using *surely*.

Game. All stand in a row with backs to the wall. The one at the head of the line may say to his neighbor, "Will you go to town with me?" The neighbor will reply, "Surely," and turning to the next one will say, "Will you sharpen this pencil for me?" The third pupil answers, "Surely," and then asks a question in his turn; and so on down the line. The use of *sure* instead of *surely* counts against one.

108. Review

Read again Lesson 36. Write three sentences about each of the following expressions, changing them so as to use the apostrophe and *s*, as, *Peter's book*. Let one sentence be a statement, one a question, and one an exclamation.

1. A book that belongs to Peter
2. A store that belongs to Mr. Miller
3. A ball that belongs to Martin
4. A work-basket that belongs to my mother
5. A nest that belongs to a robin

109. Review

What is the difference in meaning between *for* and *four*? What is the difference in meaning between *to*, *too*, and *two*? Write three sentences using *for*; three containing *four*. Write three sentences containing *to*; three containing *too*; and three containing *two*. Write one sentence containing all three words—*to*, *too*, and *two*. See Lessons 86 and 91.

How should *I* and *me* be used when you speak of yourself and another person? Write four sentences using any name and *I*. Write four using any name and *me*. See Lesson 62.

To show that you know how to use *these*, *those*, and *them* correctly, write five sentences using either *these* or *those*, and five using *them*. See Lesson 76.

What does the apostrophe stand for in contractions? Write all the contractions you can think of and opposite each the word for which the contraction stands.

Play the *Saw—Have Seen* game. See Lesson 24.

Play the *Was—Were* game. See Lesson 17.

Play the *Came—Have Come* game. See Lesson 61.

110. A Written Composition to Keep

Write a letter about playing in the sand on the beach, or write to a friend about losing something. This letter should be an example of your very best work. After checking and correcting it, rewrite it. Keep it until the end of next year to see how much you have improved by that time.

111. Test A. Sentences

Directions. Copy the following groups of words neatly on your paper. Place an (X) before each group of words that is a complete sentence. At the end of each complete sentence place the proper mark of punctuation.

1. After dark
2. I like to go to school
3. When the wind blows
4. I have a new bicycle
5. What makes the sun red
6. As over the ground we go
7. The sky is blue
8. And mamma in her kerchief and I in my cap
9. Have you my book
10. The picture beautiful

112. Test B. Using Words Correctly

PART I

Directions. Copy the following sentences, filling each blank with the proper word from the list given below:

1. We —— many birds flying south.
2. The flock of wild geese —— from the north.
3. The boys —— their work well.
4. Have you seen —— apples? Yes, I have —— them.
5. The teacher scolded Joseph and ——.

saw	come	done	them	I
seen	came	did	these	me

PART II

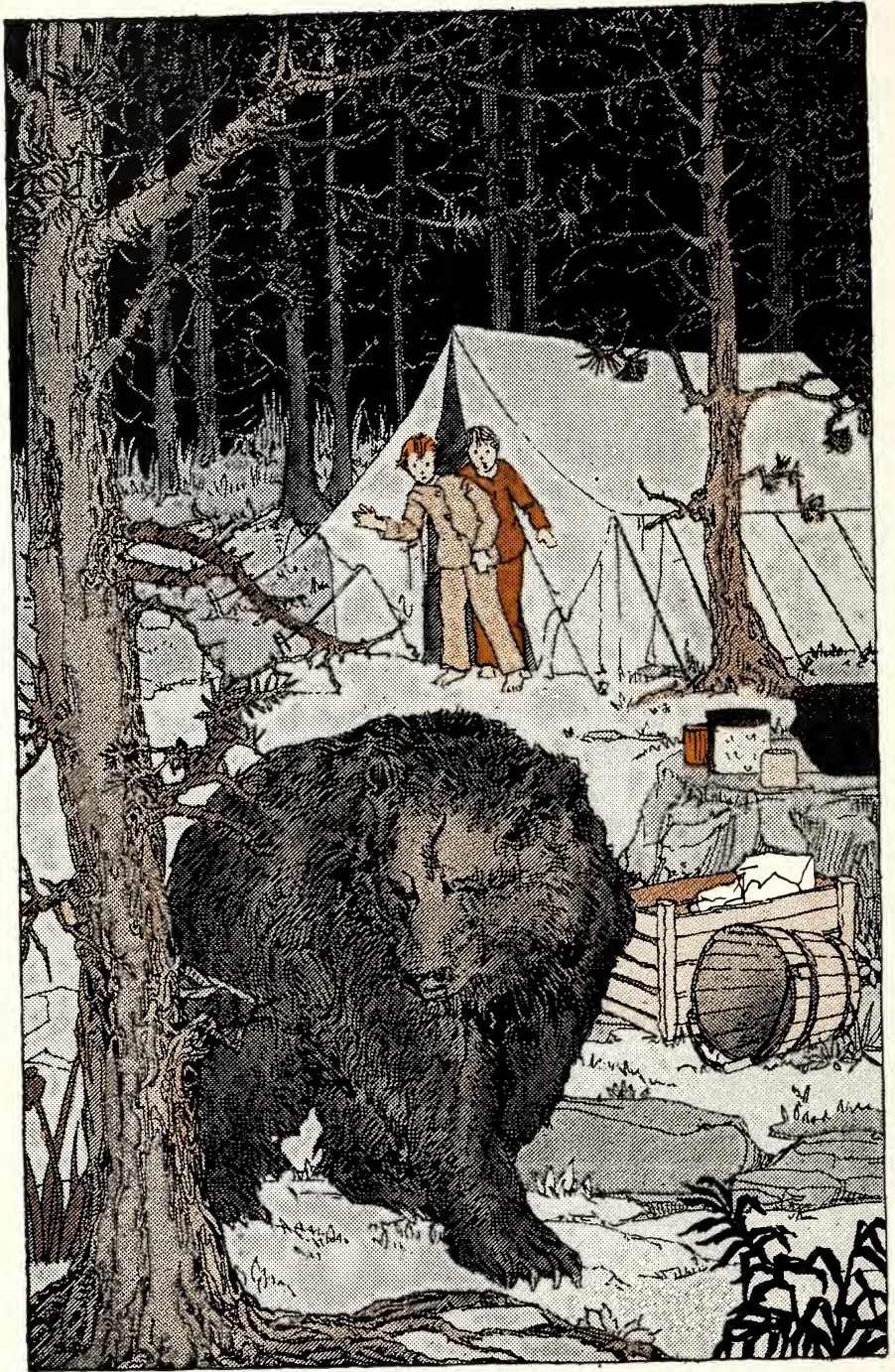
Directions. Copy the following sentences, filling each blank with a word that makes sense :

1. Why isn't Ruth studying? She — no book.
2. Have you her book? No, I — it.
3. Did you and your cousin — on the front seat?
4. She told the dog to — on the floor.
5. We — listening to a good story.

113. Test C. Capitalization

Directions. From the following list of words select all those which should begin with a capital letter. Write these words correctly on your paper.

boy	automobile
new jersey	ford
frenchman	italian
man	delaware river
boston	fifth avenue
henry	man
arithmetic	spelling
you and i	lincoln school
post office	columbus
clara	uncle john



PART TWO

114. Writing about Vacation

Many grown people do not speak correctly, but all of them would like to do so. When you grow up you will find it a great advantage to have formed the habit of using correct language. There is just one way to form this habit, and that is to be careful to use correct forms every time you speak or write, to practice thoroughly beforehand every oral composition, and to check all your written work.

When Abraham Lincoln was a small boy, he decided to try to become a great speaker. To accomplish his purpose he practiced correct English by himself without a teacher or a language book. Since you have both teachers and language lessons, it should be much easier for you to learn to use good English. It is one of the most useful subjects you can study in school.

You have already had twenty-four rules for writing and speaking correctly. These are all found at the back of the book. But since you may have forgotten them during vacation, suppose you make a fresh start by reviewing all these rules during the next few weeks. Learn them thoroughly, and then you will be ready for some new rules.*

* The tests given at the close of the previous year (pages 129 and 130) may be used again for diagnostic purposes.

The first thing to do is to review the correct forms used in writing letters. Here is a vacation letter written by Robert Jones to his friend Jack :

Dear Jack :

While camping in the Rocky Mountains last summer, we had an exciting experience. One night as we lay asleep in our tent, we were awakened by a sniffing noise outside. Will Bates and I jumped from our cots, trembling with excitement and fear.

We tiptoed to the door of the tent and looked out just in time to see a large bear lumbering away in the darkness! In the morning we found our sugar bucket tipped over and the sugar all gone.

Did you have any excitement like this? Write me about it.

Your friend,
Robert Jones

Now read this vacation letter :

Dear Alice :

During the vacation I had a strange experience. Aunt Ellen sent me to her room one evening to get a spool of thread. When I came to the dark room, I heard a queer sound which frightened me. I told Aunt Ellen that there must be a ghost in her room and asked her and my brother George to come with me.

George turned on the light, and we saw what was making the noise. It was Peter, my pussy cat, playing with a ball of crochet cotton in the dark!

Your friend,
Ellen

Writing a Letter. How should *dear* be written? What mark follows *Jack*? How is *your* written in the next to the last line? What mark follows *friend*? How many paragraphs are there in each letter? Where do the paragraphs begin?

Write a letter to a distant friend telling about the interesting things you did during vacation, or about the fun you had. Have you followed all the rules for written work? Is your writing as plain and neat as you can possibly make it? After correcting this letter, rewrite it. Keep it until the end of this school year to see how much you will have improved by that time.

115. A Poem to Read and Enjoy

Very likely you are getting too old really to believe in fairies. It is fun, however, to pretend that there are such dainty little creatures and to imagine that they are near you. The little girl who is talking in this poem feels sure that the fairies live in her garden. Read the poem and find out who she thinks is queen of the fairies.

THE FAIRIES

There are fairies at the bottom of our garden!

It's not so very, very far away;

You pass the gardener's shed and you just keep straight ahead—

I do so hope they've really come to stay.

There's a little wood, with moss in it and beetles,
 And a little stream that quietly runs through;
 You wouldn't think they'd dare to come merry-making
 there—

Well, they do.

There are fairies at the bottom of our garden!
 They often have a dance on summer nights;
 The butterflies and bees make a lovely little breeze,
 And the rabbits stand about to hold the lights.
 Did you know that they could sit upon the moonbeams,
 And pick a little star to make a fan,
 And dance away up there in the middle of the air?

Well, they can.

There are fairies at the bottom of our garden!
 You cannot think how beautiful they are;
 They all stand up and sing when the Fairy Queen and King
 Come gently floating down upon their car.
 The King is very proud and handsome;
 The Queen—now can you guess who that could be
 (She's a little girl all day, but at night she steals away)?

Well, it's *Me*.

ROSE FYLEMAN

What is there at the bottom of the garden that the fairies like? What do the fairies often do on summer nights? What playmates do the fairies find in the garden?

How do the fairies show their love for the Fairy King and the Fairy Queen? Who is the Fairy Queen?

Why do you think the poet allowed the little girl to say, "It's me"? What should the little girl have said?

Do you like to imagine beautiful things as this child does? Tell the class about the things that you sometimes imagine.

Choose the stanza that you like best and draw a picture to illustrate it.

Learn by heart the stanza that you like best.

116. The Game of Pretending

Prepare an oral composition, using one of the following suggestions. Think each suggestion over carefully before you decide which one to choose.

1. Imagine that you are a marshmallow on a little girl's birthday cake. Tell what you see at the party.

2. Pretend that you are a peppermint cane in a candy store. How do you feel when you see a little boy getting ready to buy you? Where does he take you? How do you help in making some one happy?

3. Imagine that in a dream you enter a wonderful garden in which is a hidden treasure. Tell your classmates what the treasure is, where it is hidden, how you find it, and what you do with it.

4. Imagine that in a dream a fairy messenger takes you in an airplane to the moon and to the stars.

Read the rules for story telling in the checking list before you begin.

117.* Troublesome Words: *There*—*Their*

The two words, *there* and *their*, sound alike, but they are not spelled alike, and they do not have the same meaning. Read the following sentences to see whether you can tell the difference in meaning:

1. The boys' tent is *there* in the orchard.
 2. *There* are pictures on the tent.
 3. The farmer let them put the tent *there*.
-
1. The Indians rode away on *their* ponies.
 2. *Their* ponies ran very fast.
 3. *There* they go on *their* ponies.

You will notice that *their* means "belonging to them." *Their ponies* means "the ponies belonging to them."

There usually means "in that place," as in sentences 1 and 3 of the first group. Sometimes, as in sentence 2, *there* is used merely to begin a sentence.

Copy the sentences in this lesson. Write five other sentences using *there* and five using *their*.

118. Speaking Distinctly

The pupils stand in two lines. In turn, as in a spelling match, they give very rapidly sentences containing words ending in *ing*. If a pupil cannot think of a sentence quickly enough, or if he says *in* instead of *ing*, he must take his seat.

In the same way give sentences containing *Don't you*.



119. Writing a Story from a Picture

These children seem to be very much interested in what is happening on the other side of the fence. I wonder what it is. Is it something funny or something exciting?

Imagine that you are one of these children. Make up an exciting story about what you can see by standing on tiptoe and looking over the fence. It will be interesting to see how many different stories will be told in class.

120. Learning to Recognize Sentences

When we know something that is interesting or important, we are nearly always eager to let other people know. Sometimes we can do so by talking, but at other times it is necessary to do so in writing. Before we can tell things in writing, we have to learn the correct way of doing so, in order to be understood. Otherwise, people will not bother to read what we have written. For this reason we write everything we have to say in sentences.

What is the rule about the first letter of every sentence? What three marks may be used at the end of sentences? When is each used?

The following paragraph is written without any punctuation. Read it and see how hard it is to understand.

Who is making that noise I hear it again is it a carpenter with his hammer now I see it is a woodpecker he is over there on the trunk of the maple tree

When the writer is careful to put in capitals and punctuation marks, see how much easier it is to read.

Who is making that noise? I hear it again. Is it a carpenter with his hammer? Now I see! It is a woodpecker! He is over there on the trunk of the maple tree.

Which sentences end with question marks? Why are they used? How many periods are there? When is a period placed at the end of a sentence? Notice the exclamation marks. When is this mark used?

Written Exercise. These three kinds of marks are so important that we are going to practice using them today. Write three sentences—a statement, a question, and an exclamation—about each of the following subjects: *a child lost in a crowd; a stubborn donkey; a bicycle; your father or mother; school.*

Here are three sentences about the lost child:

A child has been lost.

Are his playmates trying to find him?

Here is the lost child!

Remember when to use the period; the question mark; the exclamation mark.

Read the paragraph below and decide where each sentence should end and what mark is needed in each case. How should each new sentence begin?

The first thing the pumpkin knew the boy was cutting a kind of lid off the top of it it was like getting scalped but the pumpkin did not mind it when the boy got the top off he poured the seeds out then he began to scrape the inside as thin as he could without breaking through it hurt dreadfully the pumpkin did not say a word even after the little boy had made a mouth for it neither did it cry with either of the eyes he made for it it just winked at him with one of them and twisted its mouth to one side it wanted to let him know that it was a joke.

Adapted from *The Pumpkin Glory* by W. D. HOWELLS

Rewrite the paragraph, putting in punctuation marks, so that any one reading your copy can easily understand it.

121. Writing Sentences

Betty was asked the following questions in a test. Write the statement which you think Betty wrote in answering each question.

1. How many glasses of water should one drink each day?
2. Why should one eat plenty of vegetables?
3. How often should you brush your teeth?
4. How many hours do you sleep at night?
5. How much milk should a child drink each day?

Write a question about each of the following subjects : sunshine, sleep, breakfast, fruit, bathing, fresh air. Then exchange papers with a classmate and write the answers to his questions. Be sure to check your work.

122.* The Circus Game

(*Isn't*)

For what two words is *isn't* a contraction? What incorrect expression do people sometimes use instead of *isn't*? Here is a game to help you remember the correct form.

The teacher has a box or a little tent to represent a "side-show" at a circus. After placing a picture in the tent, she asks a pupil to look in. Suppose there are pupils in the class by the names of Harry, Howard, and Lucy. After Harry peeps in, the teacher asks Howard to guess what Harry saw in the box.

Howard asks, "Is it a cow?" or "Isn't it a cow?"

Harry answers, "No, it isn't."

Then the teacher calls on Lucy, who says, "Is it a camel?"

Harry replies, "Yes, it is."

The teacher then places another picture in the box; the game continues until every pupil has had an opportunity to say "Isn't it?" or "It isn't." If any member of the class is accustomed to use the incorrect expression *ain't* instead of *isn't*, now is the time for him to resolve never to do so again.

Write five sentences of your own using *isn't*, and five using *doesn't*. Check your sentences.

123.* Nouns

There is one word so often used in language and so easily understood that we are going to learn it before we go any further. The word is **noun**. The word *noun* is easy to remember if we think of it as a word that names something.

A noun is a word used as the name of a person, place, or thing.

Read "The Fairies," page 135, and make a list of the nouns. Place all the names of people in one column, all the names of places in another, and all the names of animals or things in a third column.

124.* Singular and Plural Nouns

It is very easy to remember the difference in meaning between the two words, *singular* and *plural*. *Singular*

means "one"; *plural* means "more than one." *Cat* is a singular noun because it means one cat; *cats* is a plural noun because it means more than one cat. *Our cat scratches* means that one cat scratches. *Our cats scratch* means that two cats, and perhaps more, scratch.

Which of the following nouns are singular, and which plural? Give the reason for your answer.

papers	flower	barns	roads	pens
boys	game	coats	window	apple

125. The Apostrophe

A. What is the rule for writing contractions? Read Lesson 51. Write in sentences the contractions of the following expressions:

cannot	have not	you will
is not	does not	he will

B. Read Lesson 36. Write a sentence for each of the following expressions, using the 's to show ownership; as, *Mary's kitten*.

a kitten belonging to Mary
 a kite belonging to Walter
 a glove owned by Mrs. Maise
 a book belonging to a girl
 a baseball owned by a boy
 a tennis ball belonging to John
 a book owned by the teacher
 a piano belonging to mother

Check your sentences in both exercises.

126.* Interesting Your Audience

“ I liked Raymond’s talk about the turtle,” said Nancy, “ because he told us so many interesting things that I did not know before.” Raymond had had the turtle for some time, and so of course he knew a good deal about its habits. “ Another reason why I liked it,” continued Nancy, “ was that Raymond talked without hesitating. I am sure he must have planned the talk carefully beforehand.”

Today suppose that you talk to your classmates about one of the following subjects. Choose the one that you know most about and that you think you can make most interesting to others. Make a little outline of all the things you can tell about it.

1. Fun I Have Had Playing in the Hay
2. My Most Pleasant Day at Home
3. Lunch in the Park
4. An Exciting Game
5. My First Pet
6. Getting Ready for School
7. Our Radio
8. My Birthday Party
9. Caught in the Storm
10. A Poor Excuse
11. Feeding the Gold Fish

Perhaps you know of some other subject which the class will like to hear about even more. If so, talk about that. Read the story-telling rules, and be especially careful to make your story interesting.

127. Telling a Story

WHY MR. DOG IS TAME

Long ago Mr. Dog was wild. He galloped with Br'er Fox, loped with Br'er Wolf, and cantered with Br'er Coon. One day between Monday morning and Saturday night, Mr. Dog was wondering how he could secure some food. You could count his ribs, and his hip bones stuck out like the horns on a hatrack. While he was sitting there studying and scratching, who should come meandering down the road but old Br'er Wolf. He said to Mr. Dog, "You look as if you had not seen the inside of a smokehouse for a long time."

But this was not all he said. He continued, "What we need is a fire. If we have nothing to cook, meanwhile we can at least keep warm."

"Yes," answered Br'er Dog, "you are quite right; but where are we going to get a fire?"

Br'er Wolf at once suggested that the quickest way would be to borrow from Mr. Man. Both, however, were afraid of Mr. Man's strange walking cane, which contained fire and could kill any one instantly. But by and by Br'er Dog agreed to go, and set off toward Mr. Man's house. When he reached the gate, he sat down to study. If the gate had been shut, he would have turned around and gone back as he came. But some of the children had been playing in the yard, and since they had left the gate open, he could find no excuse for going back without the chunk of fire. So, mustering up his courage, he went in through the gate and into the yard, and around the house to where the kitchen was. Though he heard hogs grunting, pigs squeal-



ing, hens cackling, and roosters crowing, he never turned his head. But when he reached the kitchen door he was afraid to knock. He sat on the step, listening to the children who were playing inside the house, and for the first time in his life he felt lonesome.

By and by Mr. Man came to the door and opened it. In his hand was the walking cane containing fire. "What do you want here?" said he.

Br'er Dog only crouched down closer to the ground and wagged his tail.

While Mr. Man was debating whether or not to use his walking cane which contained fire, his wife came to the door. She saw Br'er Dog crouching there more humbly than the humblest. "Poor fellow!" she said. "You are not going to hurt any one, are you? Come in and warm yourself."

Then she went to the cupboard for a piece of warm ash-cake, and putting it down on the hearth, coaxed Br'er Dog into the house.

When Br'er Dog had eaten the cake, he laid his head down on his forepaws and pretended to go to sleep. But before long he smelled Br'er Wolf, and, raising his head, looked toward the open door. Mr. Man took notice; he thought to himself that some one was sneaking around. Br'er Dog sniffed and growled to himself, and Mr. Man went to the door. The first thing he saw was Br'er Wolf, running out of the yard. Up went the gun,—bang! and Br'er Wolf hollered. All Mr. Man got was a handful of hair, but he came near getting the whole hide.

After that Mr. Man found out that Br'er Dog could help him in many ways. He could head the cows off when they broke through the woods, he could take care of the sheep,* and he could warn Mr. Man when other creatures came prowling around. He could trail the game for Mr. Man when he went hunting, he could find his way home from anywhere, and he could play with the children.

It was not long before Mr. Dog grew fat. One day when he was ambling in the woods, he met Br'er Wolf. Br'er Wolf was indignant. "Br'er Dog," said he, "why didn't you come back that day when you went after fire?"

Br'er Dog answered by pointing to his collar.

"You are very fat," observed Br'er Wolf. "Why can't I come there and do as you do?"

Br'er Dog declared that there was nothing to hinder.

Next morning bright and early Br'er Wolf knocked at Mr. Man's door. After peeping out to see who it was, Mr. Man took down his gun and went out. Br'er Wolf tried to

be polite, but when he smiled he showed all his tusches. This frightened Mr. Man so much that he shot at him. That was the last time that Br'er Wolf ever tried to live with Mr. Man, and from that time on down to this very day, Br'er Wolf has been unfriendly to Br'er Dog.

JOEL CHANDLER HARRIS—Adapted

What are all the actions that Mr. Dog performed? He galloped, he leaped, and he cantered. What else did he do? I wonder whether you can imitate all these actions. It will be hard to do some of them. What was Mr. Man's "walking cane"? Dogs were wild once and then became tame. Do you know how they were tamed? Wolves are still wild. Why have they never been tamed? Of what use are dogs to men?

Telling the Story. Imagine you are Mr. Dog and tell the story as he would tell it. Imagine you are Br'er Wolf and tell his story. Imagine you are Mr. Man and tell his story. Does Mr. Man know all the story as we know it? What parts does he not know about? What parts does Br'er Wolf not know about? Does Mr. Dog know all the story?

128. Dramatizing the Story

Let us act, or dramatize, this story. The characters will be Mr. Dog, Br'er Wolf, Mr. Man, and Mrs. Man. Imagine you are in turn each one of these and learn each one's part. Then you certainly will be able to dramatize the story well.

129. Forming Good Speech Habits

Show that you are forming good speech habits, by reading the following rhymes and choosing the correct form each time :

1. (To, two, too) hungry boys went (to, too, two) the cupboard ;
(Their, there) fate was that of Mother Hubbard.
2. Say, "I (did, done), you (did, done), he has (done, did)"
Over and over just for fun.
3. He (doesn't, don't), she (doesn't, don't), they (doesn't, don't) pout.
Scouts (is, are) they, I (haven't a, haven't no) doubt.
4. We (were, was), you (were, was), he (was, were) seen
Buying flowers (for, four) the queen.
5. (These, them) (four, for) presents (came, come) (for, four) Ann ;
I (set, sat) them by her plate and ran.
6. In school I seem to run (too, to, two) slow.
In play I seem to run (too, to, two) fast.
(It is I, it is me) who makes a body late.
(It is me, it is I) who makes a body wait.
Grace winds me up and (sits, sets) me down,
And (there, their) I (sit, set) till I run down.
Recess has (come, came), recess has (gone, went),
But I tick on and on and on.

130.* The Plural of Nouns

What is the difference in meaning between *singular* and *plural*? Give an example of a singular noun ; a

plural noun. What letter do you add to each of these nouns to form the plural: *book, cat, flower, pencil*?

Some words need another letter besides *s* in order to form the plural. Read the following paragraph and see what this other letter is.

Two little princesses were playing house on the benches under the branches of the trees. They had made many boxes of dresses for their dolls. They had had many tea parties with their dishes. Sometimes they served peaches and sometimes berries from the bushes in the garden.

Try adding *s* alone to *princess, bench, branch, box, dress, dish, peach, and bush*, and you will see how difficult it would be to pronounce a plural formed in this way. When the singular form ends in *s, x, z, sh,* or *ch*, it is necessary to add *es* to form the plural.

Most nouns form their plurals by adding *s* or *es* to the singular form.

Write the plural of each of the nouns given below. Use five of these nouns and their plural forms in sentences with *is* and *are*, and the other five and their plurals in sentences with *doesn't* and *don't*.

fox	church	pen	patch	egg
glass	road	porch	ribbon	book

131. Telling Stories about Indians

The white people who first came from Europe to explore and settle America learned many things about this new country from the Indians. It was the Indians who taught the colonists how to raise corn and potatoes,



how to grow tobacco, and how to make sugar from the sap of the maple tree. From the Indian the white man learned the habits of birds and wild animals, the art of hunting and trapping, and the best trails through the wilderness. The pioneer settlers owed much to the Indians also for teaching them to make birch-bark canoes, deerskin clothing, moccasins, leggings, and snowshoes. Even today hunters and trappers in the forests of the wilderness make these things in much the same way as the Indians did years and years ago.

Do the Indians in this picture look like savages? Give reasons for your answer. Of what are the wigwams made? What are the two women in the foreground doing? If you have ever seen any Indian baskets or moccasins, describe them. What will be done with the skin which the woman is stretching to dry in front of the tent? What are the men doing?

Read the subjects below and think over what you know about each. Choose the two which you think will be the most interesting and prepare a talk on each one. Then ask the class which talk they would prefer to hear.

1. How Indians Live
2. Where Indians Secure Their Food
3. What Indians Wear
4. What Indians Make
5. Indian Customs
6. A Story about Indians
7. What I Have Seen an Indian Do at a Circus

132. Game: The Lemonade Stand

(*Came—Have Come*)

You have already learned to play one game which will help you use *come* and *came* correctly. See Lesson 61. Play that game again for a few minutes, and then learn this new one. Read the directions several times so that you will know exactly how to play the game.

You may pretend that you have fruit, candy, and lemonade for sale. Use a box or a desk for the stand. One pupil will take the part of salesman; other members of the class will be the customers. As fast as one customer makes his purchase, the teacher will write on the board the name of the one who is to follow. After a salesman has had four customers, the teacher will call upon another pupil to act as salesman.

SALESMAN: What *have* you *come* for, Raymond?

RAYMOND: I *have come* for lemonade today. Yesterday I *came* for a Hershey bar.

SALESMAN: Thank you. *Come* again. Here *comes* another customer. What *have* you *come* for, Louise?

Think of all the different kinds of candy and fruit that the customers may buy.

133. Speaking Distinctly

The paragraph on page 155 contains expressions which are troublesome to people who are careless about their speech. Read the paragraph slowly and distinctly once and then rapidly five times. Your teacher will show you how to enunciate the troublesome words.

The children were *getting* ready to play *something*. They were *coming* from nearly every house in the neighborhood *toward* the little group fast *gathering* under the big tree. "What are you *doing*?" asked one. "What are you *playing*?" questioned another. *Across* the street a younger child was *running* to *catch* up. "*Don't* you want me to play *this afternoon*? *Won't* you let me play?" "No, you can't play *at all*, *because* you are too little," said a big boy. The child was *beginning* to cry when one of the older girls said, "*What is the matter*? Come on. *Perhaps* you can keep up with us." Soon they were all *scampering across* the lawns, *hiding* from the one who had *just* closed his eyes. *Don't* you think that they were *having* a good time *playing* hide-and-seek?

Make a list of expressions which you often fail to say distinctly. Put them into sentences and practice saying them over. One boy listed these words: *tired, surprised, figures, library.*

134.* Proper Nouns

Can you tell what a *noun* is? Last year you learned, in Lesson 37, that some words—*nouns* we will call them now—are the names of *particular* persons, places, or things. Those nouns which are the names of particular persons, places, or things are called **proper nouns**. *Mary, Christmas, America, Chicago, Fido* are particular names and therefore are *proper nouns*. Nouns which are not particular names are called **common nouns**. *Girl, holiday, country, city, dog* are *common nouns*.

You will now be able to shorten the rule for capitalization which you learned in Lesson 37. What was that rule? This is the shortened way of stating it:

A proper noun always begins with a capital letter.

A common noun does not begin with a capital letter unless, of course, it is the first word in a sentence.

Some of the words in the list below are common nouns and some proper nouns. Select the proper nouns and tell why they are proper nouns.

friend	buffalo	Lincoln	picture
Dorothy	Boston	book	horse
boy	Virginia	Pittsburgh	city
Jack	cat	Canada	William
Buffalo	queen	France	Jean

Draw a line down the center of a piece of paper. On the right-hand side at the top write *Proper Nouns*; on the left-hand side write *Common Nouns*. Read the list of words above. The first word is *friend*. Write this in the column for common nouns. Then directly across in the proper-noun column write a proper noun to correspond, as the name of your particular friend. Write the next word, *Dorothy*, in the proper-noun column and opposite, in the other column, write the common noun, *girl*, which corresponds to *Dorothy*. Do this for all the other words in the list.

Make a list of the proper nouns in Lesson 114; of the common nouns in the first two paragraphs of Lesson 131.



135. Picture Study

This picture shows exactly how the Hopi Indians weave blankets. It looks as though the weaver had stretched many long white strings from top to bottom of the loom. But, if that is the case, how have they been covered up in the lower part, which is finished? I should also like to know how the weaver makes the pattern.

There is some girl in the class, I am sure, who can tell us how to weave. If some one who has a little loom will bring it to class, it will be helpful to her in giving her explanation.

Have you ever seen an Indian blanket? If so, describe the color and the pattern. Perhaps you can draw a picture of the pattern.

There must be at least five questions which you would like to ask about this picture. Write them out and ask them in class. Write five statements. Perhaps you can write two exclamatory sentences also. Check your sentences.

136. Game : Apples Too Many

(*Haven't Any*)

Review the game in Lesson 27 and play it for a while. Then, for a change, play this game. One pupil, whom we shall call Robert, leaves the room. To a child in the room the teacher gives two apples. When Robert returns, the following conversation takes place :

ROBERT, to any boy or girl : You have apples too many.

PUPIL : Not I ; I haven't any.

ROBERT, to another : You have apples too many.

PUPIL : Not I ; I haven't any.

When Robert finds the right person, he is given the apples. After another child, whom we shall call Julia, leaves the room, Robert gives the apples to some one else. Julia is then called into the room and she in her turn tries to find who has the apples. In answering be sure to say, " I have not any " or " I haven't any."

137. Using an Outline

HOW JACK-O'-LANTERN FRIGHTENED
AWAY THE INDIANS

In a little log cabin, in a clearing of a great forest, lived a family in which there were two little girls, Prudence and Endurance. The Indians had often visited at their home, and the children's father and mother had always treated them kindly. But the Indians were treacherous and could not always be trusted.

"Children," said the father one day, "your mother and I wish very much to go to the village on business. You are young; but do you not think you can keep house alone until we come back? We shall try to come back before night; but if we cannot, do you think you are brave enough to take care of yourselves here alone?"

"Oh, yes! yes!" cried the children; "we shall be very busy all day bringing in the pumpkins from the field. Then at night we shall bar the doors and sleep fast till morning."

The father and mother rode away, and the two sisters, feeling very grand because the house was in their care, set about their work. Toward night, while Prudence was busy piling up the pumpkins, she saw two Indians close at hand. Quickly she hid behind the pumpkins. The Indians did not see her, but went on talking together, pointing toward the house and making very suspicious signs. After the Indians had gone away, Prudence ran swiftly to the house.

"Endurance! Endurance!" she cried, "The Indians! The Indians! They've found out father and mother are away, and they're coming here to steal, and perhaps to kill us."

The frightened girls did not know what to do.

“Prudence,” said Endurance, after a long pause, “I have it. We’ll light the jack-o’-lanterns that were made from the pumpkins. We’ll scare the Indians away. They will think they are spirits.”

“Oh, Endurance!” was all the frightened girl could say.

Quickly they decided on a plan. Near the back door was a pit, dug for storing potatoes, and now covered with boards and brush. Taking their jack-o’-lanterns, they scrambled into the pit and concealed the opening cleverly by drawing the boards and brush into place.

After what seemed hours of waiting and listening, the girls heard stealthy steps about the house. They watched. The Indians were creeping toward the cabin. A few steps, and they would pass the pit.

“Now,” whispered Endurance. And instantly the horrible, grinning faces of the jack-o’-lanterns were thrust up through the brush.

The Indians saw them. For a second they stood, dumb with fear. Then with a whoop and a cry, they turned and fled. All night long the little girls lay hidden in the pit, but no Indians returned. When morning came, the children crept out. There lay the tomahawks that the Indians in their terror had dropped, and there were three eagle feathers such as it was the fashion for Indians to wear in their hair. Never afterward could an Indian be coaxed to come near the cabin.

“Fire-spirits! Fire-spirits!” they would say. “Indian ’fraid. Ugh! Ugh! Fire-spirits!”

Where did Prudence and Endurance live? What did their home look like? Why were the children frightened? What did they decide to do to scare the Indians away? What did the Indians leave behind in their fright? Why were they afraid?

This is a very exciting story, as you will see by the exclamation marks. How many are there? What scenes in this story could be illustrated? Tell what you would put into each scene. Draw one or two scenes.

Make an outline for this story. Tell the story to yourself so that you will know just what you are going to say when you stand in front of the class. As you talk, use your outline to help you.

138.* Game: A Bun! A Bun!

(*Have None*)

Play the game in Lesson 136. The game in this lesson is a drill on *I have none*. Either *I have none* or *I haven't any* is right, and a person may use whichever form he prefers.

One pupil leaves the room. The teacher hands some one a block of wood or anything to represent a bun. After the pupil is called back, he tries to guess who has the bun. He passes down the aisle, stopping at each pupil's seat to say, "I wish a bun, a bun!" Each pupil will reply, "I'm sorry, I have none," until the pupil who has it is found. That pupil will say, "Yes, yes, I have one."

139. *Came—Have Come*

In each of the following sentences select the proper word within the parentheses and read the sentence. If you have trouble in choosing the correct word, refer to Lesson 132.

1. My uncle (come, came) yesterday.
2. I thought he (come, came) on Monday.
3. No, it was my cousin who (come, came) on Monday.
4. He has (come, came) all the way from France.
5. Was this the first time he had (come, came) to see you?
6. No, he (come, came) here once before just after father had (came, come) back from France.
7. Has any one (come, came) with him?
8. Yes, my uncle (come, came) with him to New York.
9. Then he (come, came) the rest of the way alone.
10. Have they (come, came) to make a long visit?
11. Yes, for a month. We are all glad that they have (come, came).
12. They (come, came) by boat to New York.
13. My cousin (come, came) by aeroplane to Chicago.
14. He (come, came) on the railroad from there to Denver.
15. And he (come, came) in an automobile from Denver to the ranch.

In class be ready to give orally five sentences of your own using *come* correctly and five using *came* correctly.

140. Too Many *And's*

Many stories that children write or tell are spoiled by the use of too many *and's*. In telling one of the stories suggested below, watch carefully to see that you do not use too many *and's*. Let your voice fall at the end of each sentence and pause before you commence the next sentence. The class will count your sentences and tell you how many you had.

1. Children — boat — father's advice — accident
2. My pet — its best trick — its usefulness
3. Mother's dinner — the chocolate cake — finger prints
4. Earning money — a wish — my bank
5. Father and child traveling — father leaves train to buy sandwich — train goes on without him

141. Dramatizing a Story

Dramatize the story in Lesson 137. The characters are the father, the mother, Prudence, Endurance, and several Indians. What can you use for jack-o'-lanterns, for tomahawks, and for eagle feathers?

142. Game: Mentioning Yourself Last

Review Lesson 62 and then play the following game: The class will be divided into two rows. The pupil standing first in one row will say, "John and *I* like to go to the circus." The first pupil in the other row will say, "After school Nellie and *I* go to the store for mother." The second pupil in the first row will say, "Joe and *I* are going to fly our kites today." In this way

the game continues until every one has given a sentence. If any one mentions his own name first, a mark will be made against his row. That row wins which has the fewest marks at the end of the game. Do all you can to help your row win.

143. Study of a Story

Two hundred years ago kitchens in the homes of the American colonists were very different from ours. At that time, the kitchen was the most cheerful room in the house; in winter it was the only warm room. Instead of stoves people used large fireplaces, so huge that there were seats on either side within the fireplace where the children could sit and keep warm. Across the opening there was an iron rod called the back bar, on which were hung pots and kettles. Colonial families were very proud of their large brass and copper kettles, for they were usually among the most costly of their house furnishings. The story, "The Two Brass Kettles," tells what happened in the kitchen of one of these old colonial houses.

THE TWO BRASS KETTLES

Until quite recently there stood in Dorchester an old house which was built no less than two hundred and fifty years ago. In the kitchen there was a large window, half covered with grapevines, through which the sun shone pleasantly.

Experience, the trusty housemaid, who had been left at



home one Sunday with the children, was looking out of the window at the orchards. Suddenly she started back with a cry of terror. "An Indian!" she gasped. "Oh, what shall I do? The children! The children!"

In an instant a thought came to her. There were two great brass kettles in the kitchen, which were used in the wide, open fireplace. They had been scrubbed and polished only the day before, and there they lay, bottom upward, in the middle of the floor.

She seized the children from their play and before they knew what was happening, she had clanged the great heavy kettles down over them. "Keep still," she whispered. "Don't make a sound." Then she rushed to the door and bolted it. "There is a gun upstairs. I must have it," thought the maid. "Children, be quiet," she whispered

as she fled past them to the stairs. But the children, not understanding, began to cry. "Oh, children, children!" sobbed the maid.

Just then the Indian appeared at the window.

"Ugh!" grunted he, staring at the kettles. "Ugh! Ugh!" He had never seen anything like them. "They speak," said he to himself, looking at them puzzled and half afraid.

"I shoot," and, lifting his gun, he aimed straight at the larger kettle. Bang! Clang! went the shot. The babies screamed and began to creep, kettles and all, across the kitchen.

"They're alive! They move!" cried the Indian, backing away from the window, his eyes staring, his face one picture of fear. "Ugh! Ugh!" and throwing down his gun, he turned and fled.

From an upstairs window the maid aimed at the Indian, and away he ran across the orchard out of sight.

It was not long before the family returned. "What is it? What is it?" they cried, as the maid ran to meet them.

Poor girl! she could hardly tell her story, but there were the little prisoners, and there was the Indian's gun outside the window. And not far away they later found the dead body of the Indian. The maid's aim had been truer than she had dared to hope.

The Indian was buried in the meadow near by, and the brass kettles—well, they were kept for years and years and years, and never was there a visitor at the house but the Indian story was told and the kettles shown to him.

Can you tell anything else about the kitchen of a colonial house? What did the trusty housemaid do to save the children from the Indian? What did the Indian think? What words in this story suggest sound to you? Make a list of all words and phrases in the story which express fear or surprise.

144. Outlining and Dramatizing

Review the rules for story telling. Make an outline of the story in Lesson 143. Then tell the story to yourself.

After you have done this, decide how best to dramatize the story. Make a list of the characters. What can you use for kettles and guns? Select the place in the room for the fireplace and the window. Then tell yourself what each character will do and say.

145. A Talk on Thanksgiving

Today you may tell your classmates how you have spent Thanksgiving or how you would like to spend Thanksgiving. Use the following outline:

1. Where I should like to be
2. What I should like to have for dinner
3. What I should like to do

If you prefer, you may talk on one of the following subjects:

How I Helped Mother Stuff the Turkey
How to Set the Table for a Thanksgiving Party
Thanksgiving at Grandmother's

146.* The Paragraph

What have you already learned about the paragraph? Tell us how you should begin a paragraph. If you have forgotten, review Lesson 28.

If that were all we had to learn about the paragraph, our work would be easy. But it is not. Indeed, I know a high school boy who says that the paragraph still troubles him, as well as many other high school pupils, more than almost anything else. He advises all boys and girls in the grades to study this subject hard while they are young.

The next thing to learn about paragraphs is this:

Always prepare an outline for the story you are going to write and begin a new paragraph for each topic in your outline.

Let us make an outline for "The Two Brass Kettles" as follows:

1. What the maid saw
2. What she did with the children
3. What the Indian did
4. What the maid did
5. What the parents did

This is the way you might begin the story:

Once upon a time in colonial days a father and mother went visiting. They left their two little children with the maid. After a while the maid looked out of the window and saw an Indian among the bushes.

You have now finished writing about the first topic in the outline—*What the maid saw*. In commencing to write about the second topic—*What she did with the children*—you will begin a new paragraph. Here is the second paragraph; notice where the first line begins.

She was very much alarmed about what would happen to the children. "What shall I do with them?" she cried. She thought about the big brass kettles sitting upside down on the floor. She put the children under the kettles. She told them to be quiet while she ran upstairs to get a gun.

Copy the two paragraphs already written. Finish the story, beginning a new paragraph for each topic. Check your work.

147. Writing about Thanksgiving

Write one paragraph about one of the following subjects. Check your work.

1. Why We Have Thanksgiving
2. What Fun I Had at Grandmother's
3. What I Am Thankful For
4. One Poor Person I Have Helped
5. What I Consider a Good Thanksgiving Dinner

148. *Went—Have Gone*

Today the teacher will divide the class into groups. Each group will decide on something that it will pretend to make. The members of the group will tell the class what materials they have had to collect in

order to make the article. The class will then guess what the group is supposed to be making; for instance:

ERNEST: I *went* for my knife. I *have gone* for a knife.

HERBERT: I *went* for paper. I *have gone* for paper.

MARION: I *went* for cord. I *have gone* for cord.

JACK: I *went* for glue. I *have gone* for glue.

MERLE: I *went* for sticks. I *have gone* for sticks.

JOSEPH: I *went* for a strip of cloth. I *have gone* for a strip of cloth.

GROUP: What are we making?

CLASS: A kite.

Before you come to class, think of a number of things that you might pretend to make, such as: dresses, cakes, boxes, a scrapbook, candy, airplanes, automobiles, a bob-sled.

Write five sentences containing *went*, and five containing *has gone* or *have gone*. Check them.

149. A Story to Complete

One day long ago two children were playing in the woods. They were near a large, hollow log, when they saw some Indians in a canoe near by. They were afraid to start for home for fear the Indians would see them.

Complete this story using the following suggestions:

What did the children do? What did the Indians do? Where did the Indians go? Did they see the children? How did the children escape? Or, if they were captured by the Indians, how were they rescued?

150.* Game: The Letter Carrier

(Wrote—Have Written)

Wrote and *written* are two more words which children and some grown people frequently make mistakes in using. Which one needs no helping word? Which one must have a helper? We shall use these words in our game today. One pupil plays the part of postman. When the postman knocks at Janet's desk, the following conversation takes place:

JANET: *Have you* a letter for me?

POSTMAN: *Have you written* one lately?

JANET: Yes, I *have written* three. I *wrote* one yesterday.

POSTMAN: No, *I have none* for you; or, *I haven't any* for you; or, yes, *I have one* for you.

If he has a letter for Janet, she will become the postman and the former postman will take his seat.

If anyone says *Have you got*, or makes a mistake with *wrote* and *have written*, the postman will pass him by. He will then have to wait for a new carrier. If the postman makes a mistake he must take his seat at once.

151. Telling How to Make Surroundings Beautiful

"A thing of beauty is a joy forever." Can you tell us the meaning of this famous line of poetry? Mention some things that make your schoolyard or your school-

room beautiful; some things that make a city or a town beautiful; some things that make a country road beautiful.

The lesson today is divided into two parts. Children who live in a city or a large town may study section *A*; those who live in a small village or in the country may study section *B*.

A. Why do physicians wish you to keep your city clean? Why do business men think it wise? Why do you think it wise? What official has charge of the street-cleaning in your city? Who pays for it? In what way? How can boys and girls aid in keeping their city clean? How have the Boy Scouts and the Girl Scouts helped?

What has been done to beautify the streets of your city? the parks? other public grounds? In what ways do thoughtless people sometimes spoil the beauty of these places? How can a vacant lot be made more attractive? How should one clear up after having a picnic in a public park?

How can you make your back yard at home more beautiful? What are the best plants to have in window boxes? in a roof garden? Have you ever tried raising plants in the house? If so, tell about it. Tell how you help to keep your home beautiful.

From the following list of subjects choose the one which you know the most about. Make an outline of what you are going to say, and be prepared to give the class an interesting talk.

1. The Most Beautiful Spot in My Town or City
2. The Best Way of Taking Care of a Back Yard
3. How to Care for Window Boxes or a Roof Garden
4. What I Can Do to Keep Parks or Picnic Grounds Clean
5. Planting Trees and Flowers
6. How I Cleaned the Cellar
7. How I Help to Keep My City Clean

B. How can one beautify the yard of a country home? What must one do in order to have a tidy front lawn? What flowers would you plant together to make an attractive flower bed? What inexpensive flowers make pretty gardens? What wild flowers? In a large yard, where would you place shrubs? What kind of shrubs would you select? What sort of hedges do you like best? Tell how you help to keep your home beautiful.

What can be done to make the back yard look neat? How can the barn and barnyard be made neat?

From the following list of subjects choose the one which you know the most about. Make an outline of what you are going to say, and repeat the story-telling rules. Be prepared to give the class an interesting talk.

1. How to Have a Neat Barnyard
2. How to Have a Beautiful Lawn
3. How to Have a Neat Chicken Yard
4. The Most Beautiful Flower Bed We Ever Had
5. Planting a Wild Flower Garden
6. How I Cleaned the Cellar
7. The Best Vines to Plant around the Porch



152. Learning How to Recognize Sentences

What sort of country do you see in this picture? What kind of dogs are these? Do you think they are used to being harnessed? Dog teams are used a great deal in very cold countries. The dogs are trained to follow their leader and will travel for miles over ice and snow. The dogs in this picture seem to be resting. What has happened to the harness? What will the driver have to do before they can go on?

Read this story of the Eskimo dogs. Where should each sentence end? What mark should be placed at the end of each sentence? How should each sentence begin? Write the paragraph, using capitals and punctuation marks correctly.

The seven Eskimo dogs in this team were running swiftly over the snow they were carrying food and medicine to sick people in a camp miles away how hungry the dogs were and how eager to reach the camp suddenly the leader of the dogs felt the harness snap down he sat in the snowy track instead of running away all the other dogs sat down too and waited for the driver to mend the harness will they reach the next camp in time to save the lives of the sick people

153. Exercise: *It was I*

In Lesson 87 we played the game, "The Fairy." Read that lesson over and play the game for a while. Then practice the following exercise:

TEACHER: Who dropped the pencil?

MARY: It was I who dropped the pencil.

TEACHER: Who picked it up?

MARY: It was Walter who picked it up.

TEACHER: Say the sentence in another way.

MARY: It was he who picked it up.

TEACHER: Walter, tell us who dropped the pencil?

WALTER: It was Mary who dropped the pencil.

TEACHER: Tell me in another way.

WALTER: It was she who dropped the pencil.

154.* *Good and Well*

Children often use the word *good* when they should use the word *well*. These sentences show the correct use of *good* and *well*. Study them carefully to see whether you can tell when to use *well*.

Mary is a *good* writer. How does Mary write? Mary writes *well*.

Thomas is a *good* singer. How does Thomas sing? Thomas sings *well*.

In these sentences *well* tells *how* Mary writes and *how* Thomas sings. Use *well* instead of *good* in explaining *how something is done*.

A. Read the following sentences and decide whether to use *good* or *well* in each blank. In class some of you will be asked to write the sentences on the board, and the others will tell whether or not they are correct.

1. This is a — bird. It sings —.
2. I cannot draw —.
3. Joe has a — paint brush. He paints —.
4. Sister has a — sled.
5. I can coast —.
6. My cousin plays the piano —.
7. We have a — piano in our house.
8. Some pupils write — stories.
9. Some pupils tell their stories —.
10. Do you think that Mary dresses —?

B. Write four sentences in which you use *good* and four sentences in which you use *well*. Check your sentences.

155. *These, Those, and Them*

Read again Lesson 76 and play the game described in that lesson. What must we be careful to remember about the use of *them*?

Them sometimes gives trouble in another way. It should not be used at the beginning of a sentence. *They* or *these* or *those* should be used instead. *They are mine*, *These are mine*, and *Those are mine* are correct expressions; *Them are mine* is not correct.

Read the following sentences and decide how you will fill the blanks. In some cases either *these* or *those* is correct, and in other cases *them* is correct.

1. — are my skates. I bought —.
2. — are my pennies. I earned —.
3. I had some nuts but I ate —.
4. I often use — skates.
5. May I have — flowers?
6. — are your pencils.
7. — are my papers. I wrote —.
8. Did you see what — boys did?
9. — pens are mine. I own —.
10. — are Robert's gloves. His father gave — to him.

156. Study of a Poem

Have you ever wondered where a road might take you if you were to follow it? Some roads wind and wind; you can see only a little way ahead, and you keep on and on to find out what is around each bend. The child who is supposed to be speaking in this poem is probably looking at a road and wondering where it goes. She is thinking of different roads she has traveled on herself and roads she has read about.

ROADS

A road might lead to anywhere—
To harbor towns and quays,
Or to a witch's pointed house
Hidden by bristly trees.
It might lead past the tailor's door,
Where he sews with needle and thread,
Or by Miss Pim the milliner's,
With her hats for every head.
It might be a road to a great, dark cave
With treasure and gold piled high,
Or a road with a mountain tied to its end,
Blue-humped against the sky.
Oh, a road might lead you anywhere—
To Mexico or Maine.
But then, it might just fool you, and—
Lead you home again!

RACHEL LYMAN FIELD

What are some of the places to which the child thinks the road might lead? In what way are harbor towns different from other towns? A quay is a place along the water front where boats land.

City roads are called streets. To what kind of places does a city street lead? Imagine you were starting out to hunt for a treasure cave; what kind of road would you follow? What does the poet mean by "a road with a mountain tied to its end"? What kind of road might fool you and lead you home again?

Learn this poem by heart.

Think of some interesting experience that has come to you while walking or riding along a road—it may be a winding country road or a city street. Think just how the road looked and what happened to you as you went along it. Tell the story of this experience. Recall all the story-telling rules. Make your story interesting.

157.* Writing Titles of Stories

Every story should have a title. Here are a few titles found in this book :

Why Mr. Dog Is Tame

How Jack-o'-Lantern Frightened Away the Indians

The Two Brass Kettles

The Foolish Fir Tree

The Story of a Letter

A Visit from St. Nicholas

How many capital letters are there in the first title? Do all the words begin with capitals? Do all the words in the second title begin with capitals? Which does not? What words in the other titles do not begin with capitals? Are they important words?

The first word, and every other important word, in a title should begin with a capital.

Exercise. Copy the titles of four poems in this book. Copy the titles of four stories. Make up two or three titles for your story in Lesson 156. What is the title of this book? Copy it. What are the titles of five stories in your reader? How are they written?

158. Game: *It Isn't*

This game will help to correct a mistake often made by children. Study the rules for the game and then write them carefully. After that compare your work with the book. Be able to explain to the class how this game is played.

One pupil will look out of the window, and the other pupils will guess what he is looking at. They will say, "Is it a telephone pole?" "Is it an automobile?" He will answer, "No, it isn't," to each question, until some one guesses correctly. Then that pupil may look out of the window.

What expression will this game help to drive out of your speech? Are you in the habit of making this mistake? Notice the conversation of your classmates and friends to see whether any of them make this mistake. In each case think how the sentence in which this wrong form was used should be corrected. Whenever you observe this error, repeat the sentence to yourself using the correct form.

159. *Their and There*

Although pronounced exactly alike, *their* and *there* are different in meaning. Which one shows ownership? Which one usually shows place? If some boys own a dog, we may say, "This is — dog." If the dog is not in his kennel, we may say, "The dog is not —." Spell the word which you would use in

each of the sentences just given. Both forms may be used in the same sentence: "—— dog is ——." Spell the word used in each blank.

Read the following sentences carefully and decide whether you should use *there* or *their* in each blank. Then write the sentences correctly on paper. Check your sentences.

1. —— is my coat.
2. The boys took —— dog to the seashore.
3. The children gave —— nickels to the conductor.
4. —— are some violets under that tree.
5. I know where —— is a good hill for coasting.
6. Mother was —— waiting for us.
7. Pupils leave —— books at school.
8. Boys break —— pencil points.
9. The boys and girls went home on —— skates.
10. —— is room at the blackboard for you.
11. Oh, —— are Fred and Ida!
12. Leave the book —— on the desk.
13. I found —— hiding place.

160. Telling a Story

A wizard can make magic. He can say, "Slaves of the air, build me a palace!" and before sunset the most wonderful palace with a throne room and everything is ready for him. At least, that is what they do in stories.

In this poem a wizard drew a picture on a window pane, all in a night. Read the poem carefully so that you can tell what the wizard drew.

WIZARD FROST

Wondrous things have come to pass
On my square of window-glass.
Looking in it I have seen
Grass no longer painted green,
Trees whose branches never stir,
Skies without a cloud to blur,
Birds below them sailing high,
Church-spires pointing to the sky,
And a funny little town
Where the people, up and down
Streets of silver, to me seem
Like the people in a dream,
Dressed in finest kinds of lace.
'Tis a picture, on a space
Scarcely larger than the hand,
Of a tiny Switzerland,
Which the wizard Frost has drawn
'Twixt the nightfall and the dawn.
Quick! and see what he has done
Ere 'tis stolen by the Sun.

FRANK DEMPSTER SHERMAN

What is the name of this wizard? Have you ever seen his work? On a window pane he has drawn at least ten things. What are they? Describe the "funny little town." Switzerland is a country noted for its many mountains. What does the tiny Switzerland that the wizard made look like? When is this wizard unable to work his magic?

How strong is the wizard? Is he a kind wizard? What kind things does he do for boys and girls? What bad magic does he make sometimes? Did he ever make magic with your toes or fingers, or with your nose?

Telling the Story. Tell a story about all the different kinds of magic Wizard Frost makes. Make an outline and tell the story to yourself, before you come to class.

161. Choosing the Correct Word

What is the rule for using *went* and *have gone*? (Lesson 148.) Select the proper word in parentheses for each sentence and write the sentences correctly. Check your written work.

1. We (went, gone) to see the hermit who lives in a cave.
2. He had (went, gone) to dig some roots.
3. After we had (went, gone) he returned.
4. We have often (went, gone) to visit him.
5. My sister has (went, gone) to the theatre.
6. Mother has (went, gone) with her.
7. I would have (went, gone) too if I had not been sick.
8. When they had (went, gone) I began to feel better.
9. I had (went, gone) into the yard to get some fresh air.
10. After a while father (come, came) home.
11. "I thought you (was, were) sick," he said.
12. I wish I had (went, gone) to the theatre.

Be prepared to give orally in class five sentences of your own using *went* correctly.

162. Riddles : *Doesn't* and *Don't*

Don't is a word which is so often used incorrectly that we need further practice in its correct use. Let us first play the games described in Lessons 4 and 13 and then have some fun asking one another riddles, something like the following :

I am thinking of an animal that *doesn't* run. It *doesn't* bark either. These animals *don't* climb. They do eat carrots. They are very popular at Easter. What animal am I thinking of? Yes, a rabbit.

Before you come to class, decide upon several animals which you would like to describe in riddles. Think just what you will say about each, and when you give one of your riddles in class, be sure to use *doesn't* and *don't* correctly. The exercise should proceed as rapidly as possible.

163. Singular and Plural

We have had a lesson on telling the difference in meaning between the words *singular* and *plural*. If you have forgotten, read Lesson 124 again. When you are sure what these two words mean, you may state a rule for forming plurals. If you cannot remember, read Lesson 130.

Having reviewed all this, write the following nouns in one column. Write the plural form of each exactly opposite in another column.

tree, ear, feather, dish, match, horn, branch, box, hat, stick, stone, box, wheel, bush, church, eye, face, glass, peach

Write five nouns, also the plural form of each. Write a question about each of these plural nouns. Ask questions with answers which you know, but which you think your schoolmates will not know. Read the questions in class tomorrow.

164. *Was and Were*

Since you know what *singular* and *plural* mean, you can now understand the rule for the use of *was* and *were*. Let us see whether you can find out this rule yourself.

Read the following sentences:

The squirrel was chattering.

The squirrels were chattering.

The dog was barking.

The dogs were barking.

Which are the singular nouns in these sentences? Is *was* or *were* used with them? Which are the plural nouns? Is *was* or *were* used with them? Now, can you make a rule? Try. Your teacher will tell you whether your rule is correct.

Tell which of the following words are singular and which are plural:

I we he she it they

Which of these words shall we use with *was*? Which with *were*? Give orally a sentence using each of these words correctly with *was* or *were*.

The word *you* requires a little extra study.

Mother, where *were you* when I called? Children, *you were* all on time.

To how many persons does *you* refer in the first sentence? To how many does *you* refer in the second sentence? Which word, *was* or *were*, is used with *you* in both cases?

Always use *were* with *you*, whether *you* refers to one person or to more than one.

Now we are going to see whether you really understand how to use *was* and *were*.

A. Read the following story, filling the blanks correctly with *was* or *were*. Explain to the class why you chose *was* or *were*. If you have time, write the exercise.

— you always willing to take a nap when you — little? It seemed to me that other children — allowed to play all the time, and that Mother — sure to call me to take a nap just when the boys — having the most fun. One day, when we — living in the country, my older brother and I — playing soldier. When Mother called, I obeyed, but the tears — running down my cheeks. Mother said, “You — such a good boy yesterday that you need not go to sleep this afternoon. If you will lie down with your eyes closed and be very quiet for twenty minutes, then you may get up.” Before the twenty minutes — over, I — sound asleep. Did your mother ever play a joke on you like that? — you surprised when you found it out?

B. Read Lesson 17 and play the *was* and *were* game for a while. Then try the following exercise:

Suppose there are pupils in your class named Ray, Ross, Rachael, Janet, and Marian. One pupil may be teacher. Ray and Ross agree on some action to perform before the class. After they have performed the action in pantomime, Ray says, "What were we doing?"

RACHEL: *You were* boring a hole.

ROSS: No, *we were* not boring a hole.

MARIAN: *You were* turning the handle of the ice cream freezer.

RAY: Yes, *we were* turning the handle of the ice cream freezer.

TEACHER: What *were they* doing, Janet?

JANET: *They were* turning the handle of the ice cream freezer.

Before you come to class, decide what action you will suggest when it is your turn to perform one.

165. Writing Christmas Stories

Since you have no doubt been thinking of Christmas, perhaps you would like to write a story of four paragraphs about Christmas, using this outline. Check your work.

1. What presents I should like to have
2. What presents I should like to give
3. What I expect to do on Christmas Eve
4. What I expect to do on Christmas Day



166. A Story about a Picture

Will some one tell the story of the babes in the woods—about the cruel uncle, the lost children, and the kind birds?

What do you think has happened to the children in this picture? Why are they sleeping? Were they tired? Why did the little girl place her coat on the log? Are they far from home? Then why does the little girl have her teddy-bear?

What help do these children have that the babes in the woods did not have? What kind of dog is he? Is he asleep? Would it be wise for any one to try to harm these children? Why? Will the dog stay with them until they wake up? What will he do to help them? How will the children find their way home?

A. Make up a story to tell the class, using the following outline :

1. How the children happened to get lost
2. How they found their way home
3. What their parents did to find them

B. Pretend you are the dog and tell the story of what happened that day.

167. *Good and Well*

When do we use *well* instead of *good* in a sentence? Read Lesson 154 if you have forgotten. Try hard, however, to remember the rule before you allow yourself to read Lesson 154. After you recall the rule, read these sentences carefully and decide whether you will use *good* or *well* in each blank space. Then write the sentences correctly.

1. The Eskimo dogs pull —.
2. The Eskimo boys handle their long whips —.
3. It is a — sledge. It glides over the ground —.
4. The polar bear knows how to use his claws —. He is a — fighter.
5. The women make — water-tight shoes in Alaska. The shoes fit —.
6. The Eskimos make — tents out of sealskins. The tents keep out the cold, biting winds very —.
7. Etu, the Eskimo boy, could shoot —, for he was a — marksman.
8. Etu could stand the cold —.



168. Talking and Writing about the Country

Elizabeth has gone to spend a week on a farm. This is her first visit to the country. What animals does the farmer keep? Which one is Elizabeth's special pet? What is she offering the lamb to eat? If you had a pet lamb, what would you feed it? What do the little chickens find to eat in the yard? How does the old hen help them find food? What work has the farmer been doing? Where will he put the hay? What are the cows waiting for? What work will the farmer do after he unloads the hay? Will Elizabeth help to milk the cows? Perhaps she will feed the pig instead. Think of a good name for this picture. The teacher will write the best titles on the board.

Describe a happy day in the country, or in the park. Follow this outline :

1. What you saw
2. What you heard
3. What you did

Write a story about one of the following subjects. Check your work.

1. How to Care for Chickens
2. Gathering Eggs
3. Taking Care of a Canary
4. Berry Picking
5. How to Harness a Horse
6. How to Train a Dog
7. Driving the Cows to Pasture

169. An Original Story

Plan a story about one of the following subjects, using the outline given, and be ready to tell the story in class. Do your best to interest your audience.

1. How I Earned Money to Buy a Dog from a Cruel Master
 - a. How I became interested in the dog
 - b. How I earned the money
 - c. How I trained the dog

2. How I Played Sick and Was Sorry for It
 - a. Why I played sick
 - b. How I played sick
 - c. My punishment

3. How I Can Be Polite to Other People
 - a. In the schoolroom
 - b. On the street
 - c. In church
 - d. At home

170. Speaking Distinctly

Pronounce each of these words very carefully. If you are in the habit of speaking any of them carelessly or incorrectly, repeat the correct pronunciation to yourself at least ten times. Then use each word in a sentence. Read the sentences aloud in class, taking care to pronounce the troublesome words distinctly.

get	January	Tuesday	mischievous
often	because	chimney	don't you
poem	running	nothing	handkerchief

171. *Lie and Lay*

In Lesson 35 you learned the difference in meaning between *lie* and *lay*. How do you tell when to use *lie* and when to use *lay*? Which one shall you use in each of the following blanks?

Mother told me to —— down.

Let me —— my book on your desk.

I want to —— in the hammock.

—— the pillows in the hammock.

Now let us try to learn something more about these words and their other forms. Read the following sentences and learn the other forms of *lie* and *lay*.

Lie here.

Lay it here.

He *lies* here.

He *lays* it here.

I am *lying* here.

I am *laying* it here.

He *lay* here yesterday.

I *laid* it here yesterday.

I have *lain* here many times. I have *laid* it here many times.

How many forms has the word *lie*? Read them. Read the forms of *lay*. Read the sentences in the left-hand group, substituting some form of the word *rest* wherever a form of *lie* is used. Read the sentences in the right-hand group, substituting some form of *put* or *place* wherever a form of *lay* appears.

What word is there in each of the “lay” sentences which does not appear in any of the “lie” sentences? Read the “lay” sentences, using the word *pencil* instead of *it*. Remember that any form of *lay* must always be

followed by some word telling what has been "put" or "placed."

Whenever you are not sure that some form of *lay* is correct, use some form of the word *place* instead, and see whether it makes sense. Suppose you are about to say, "The book is *laying* on the table," but you are not sure this is correct. You can be certain by saying to yourself, "The book is *placing* on the table." Since this does not make sense, you will know that you should say, "The book is *lying* (*resting*) on the table." This rule always works.

Follow this rule in selecting the proper words to complete the sentences below. If you can use *rest*, fill the blank with some form of *lie*. If you can use *place*, fill the blank with some form of *lay*.

1. John is —— in the hay.
2. Mother is —— the hat on the shelf.
3. Aileen has —— her coat on the chair.
4. Aileen should not —— her coat on the chair.
5. Yesterday my books were —— on the table.
6. I —— the eggs in a basket last night.
7. I have —— on the ground all night.
8. I —— down when I am hot.
9. He —— around all day.
10. Shall I —— the knife on the table?
11. Shall I —— on the bench?
12. Is she —— in the room?
13. The hen —— eggs.
14. She —— there a long time.



172. Writing a Letter

What a cunning family of puppies! How many are there? If you were the boy, how could you tell them apart? What kind of puppies are they? About how old are they? Two of them seem to hear or see something on the other side of the wall. What is it?

See the boy's old-fashioned horn. Why is he blowing it? Perhaps he is making believe he is hunting with his pack of dogs. I wonder whether any more puppies will come if he blows long enough. Where is the mother dog? Perhaps he is blowing for her.

If the little boy's father does not let him keep all the puppies, what will he probably do with them? If you could have one of them, which would it be?

Letter Writing. Write a letter to this boy asking him for one of the puppies. Which one do you want? What promises will you give him about caring for the puppy? How shall he send it? What information must you give him so that the puppy will be sure to reach you?

173. Choosing the Right Word

Copy the following composition, putting in each blank the proper word from the list. Check your work.

nuts	climb	bushy
leap	stealing	highest
backs	active	red-brown

Squirrels are very — little fellows. They can — the — trees as easily as we can run, and they can — from tree to tree without making a single mistake in the distance. They are also very active in storing away —, bark, shoots, and buds of trees. They never, however, put them all in one place. In this way they keep thieving animals from — all their food.

Squirrels have long, —, — tails which they curve over their — when sitting down.

174.* *Its* and *It's*

The word *its* and the contraction *it's* give trouble to boys and girls, because they sound alike although they are written differently. What is the difference between them? Here are two sentences:

1. *It's* a beautiful dog; *its* ears are brown and silky.
2. How fast *it's* running; it sees *its* master.

It's is used twice and *its* twice. Both are used correctly.

Let me tell you how to know when to use *it's*. But first let me ask you what a *contraction* is. What is the rule for contractions? What is *it's* the contraction of?

Now I can tell you the rule for using *it's* and *its*. Write *it's* whenever you can use *it is* instead and make sense. Suppose I want to say *I-t-s ears are brown*, shall I write *I-t-'s* or *I-t-s*? Since it does not make sense to say *It is ears are brown*, I know that *Its* must be the correct form, and I write *Its ears are brown*.

If I want to write *I-t-'s cold today* and say to myself *It is cold today*, that makes sense, because *it's* is the contraction of *it is*. So I write *It's cold today*.

That is easy, isn't it? Now let us use this rule to decide whether *its* or *it's* is correct in each of the following sentences. After that, write the sentences and explain to yourself why you used *its* or *it's*. Later, your teacher will dictate the sentences to you.

1. See that horse! — running away!
2. — rider has been thrown.
3. The cat is proud of — kittens.
4. Where is the baby? — behind the sofa.
5. — the baby I want to see.
6. — little hands are so cunning.
7. — cold today.
8. Do you think — leg is broken?
9. — the best movie I ever saw.

175. Study of a Picture

This is a picture of a street scene in Japan. Find Japan on a map. How would you go from here to Japan?

This is an interesting street. What makes it interesting? The trees growing along the sides are bamboo trees. Bamboo is really a grass, but it is so tall that we call it a tree. Have you any bamboo furniture in your house? Have you ever seen a bamboo fishing pole? Why do we use bamboo for fishing poles?

The two-wheeled carriage is called a *jinrikisha* (pronounced *gin-rick'-i-shaw*). Pronounce it several times till you have no trouble in saying it. *Jinrikisha* means "a man-power carriage." How does it get that name? Why do men draw carriages in Japan? Could all your family get into a *jinrikisha*? Where would they sit? Is it strong enough to carry your family? The men who draw *jinrikishas* are called "*jinrikisha* boys," even though they may be gray-haired men. When the passengers want to make a fast trip, two men pull the *jinrikisha*; in going up hill one pulls while the other pushes.

How do the Japanese dress? Why do the Japanese women carry parasols? What are Japanese parasols made of? Perhaps some girl can bring one to school. What sort of hat is worn by the "*jinrikisha* boy"? How do Japanese children carry their baby brothers and sisters? Does this little girl seem to mind taking care of the baby? How does the baby like being carried in this way?



Write three paragraphs about the picture, one about the ladies, another about the *jinrikisha* boy, and a third about the little girl and the baby. Check your written work carefully. Where should each paragraph begin? How much margin should you leave at the left of your paper?

Think of five questions you would like to ask about this picture. Write these questions and read them in class to see whether any one can answer them. Remember the rules for writing questions.

176. Choosing the Correct Word

Decide which word in parentheses is correct for each sentence and read the sentences. (Lesson 150.) Your teacher may ask you to write some of the sentences in class.

1. Father and I (was, were) on a camping trip.
2. "Have you (written, wrote) that letter yet?" said father one evening.
3. "No, I haven't because we haven't (seen, saw) a post office for a week," I replied.
4. "That doesn't make (no, any) difference!" said father rather sharply.
5. So I (wrote, written) it at once and we (went, gone) to the post office the next morning.
6. Longfellow has (written, wrote) many poems for children.
7. Stevenson has (written, wrote) more such poems than Longfellow.
8. I have never (written, wrote) a poem.
9. I have (written, wrote) many letters though.
10. And my friends have often (written, wrote) letters to me.
11. Mrs. Carey (written, wrote) to me from Paris.
12. Roy Davis has (written, wrote) to me from China.
13. And I have (written, wrote) to both of them in Africa.
14. One letter I (written, wrote) was returned from Mexico.
15. I have (written, wrote) some letters that were lost.

Be prepared to give orally in class five sentences of your own using the word *wrote* correctly.

177. A Japanese Story to Study

When people visit Japan they usually try to arrange their trips so as to be there in cherry-blossom time, because then the country looks unusually beautiful. The Japanese people themselves hold festivals when the cherry trees are in bloom. The way in which they celebrate these festivals is told in the story of little Umé (pronounced like *you may*) and her family.

CHERRY-BLOSSOM TIME

"The cherry trees in Ueno Park are in full blossom today," read Umé's father in the morning paper. "The Emperor visited the park yesterday to see the beautiful flowers."

Umé turned from looking at the cherry blossoms in the garden to look at her mother, who stood on the porch.

"My heart is bursting with gladness," she said.

"When hearts feel that way," said her mother, "it is because they wish to offer thanks to the gods. We shall go to the temple today and leave a gift, and then we shall go to the beautiful Ueno Park. Come, Umé, find the lunch boxes and help me get ready for the journey to the park."

Tara, Umé's brother, was playing in the garden. He was called into the house to tie the wooden label around baby Yuki San's neck. On the label was the baby's name and address, so that if she were lost she could be returned to her home.

"Now, O Yuki San," he said, "you are all ready to go to the park, where you can get lost a dozen times if you wish, honorable sister," and he gave her a toss for good luck.

“Wait, my clog string is broken,” said Umé.

By the time they were all dressed in their finest clothes, three jinrikishas were at the gate, and Tara rode off proudly with his father, while Baby San sat beside her mother, and Umé rode with her grandmother. The streets were crowded with people dressed in gay kimonos and carrying paper parasols or fans. All were happily chattering or laughing.

Umé and her grandmother listened to the sound of gongs and tinkling bells that filled the air. These are always a part of the cherry-blossom festival in Tokio and make the city a very merry place.

“See,” said Umé, “how gently the sunshine touches the pink petals with its rosy light.”

Under a large, beautiful cherry tree a group of both foreign and Japanese children were gathered around a peddler who carried a tray of candies upon his head. In one hand he held a drum and on his shoulder perched a monkey dressed in a bright-colored kimono. The man danced and sang a funny song. Once in a while he beat the drum, and all the time he was jumping and twisting about until it seemed as if his tray of candies must surely fall off his head to the ground; but it never did. When the monkey jumped from his master's shoulder and snatched off one of the boy's caps, putting it on his own head, all the people, big and little, screamed with joy.

By that time a great crowd of merrymakers had collected, and Umé's father told his coolie to go on. The little party started on and soon passed an open space among the trees where Japanese fireworks were shooting into the air. The Japanese send off their fireworks in the daytime

as well as at night. The swish of a rocket made every one look up. In a moment a big paper bird popped out of the rocket, and came sailing slowly down to light on the top of one of the trees. From another rocket came a golden dragon with a long red tongue and a still longer tail.

Umé's father dismissed all the jinrikisha coolies; and after they had watched the fireworks a little while, the family went into a tea house to eat their lunch and rest from the confusion.

There was a merry-go-round near the tea house, and the children made it a gay place with fun and frolic.

It was lucky that Baby Yuki had her tag around her neck. Once she wandered away and was found only after much questioning. When at last her mother found her, the grandmother said that it was time to go home. The jinrikisha men trotted all the way home, and the happy day was over all too soon.

ETTA BLAISDELL McDONALD and JULIA DALRYMPLE
(Adapted from *Umé San in Japan*. Copyright 1909, by
Little, Brown, and Company)

Who were the people in this family? What had to be done before they were ready to start for the park? How did they go to the park? What did they hear on the way? Tell what the monkey did. Describe the fireworks. Was there a real bird? Was it a real dragon? Of what use was the baby's wooden label? Ought American children to wear tags with their names on them? Do you know of any time when a tag would have been useful to a child? Tell about it.

Oral Story. Make a list of all the words which show that they had a merry time. Then make an outline and tell the story of this Japanese holiday to yourself. Use as many as possible of the words in your list. Tell your story to the class. Do not forget the rule about too many *and's*. Repeat the other story-telling rules.

178. *Doesn't and Don't*

Which one of the *doesn't* games do you like best? Be prepared to explain to the class how to play this game. Play the game which most of the members of the class prefer. We are ready now to learn a rule about the use of *doesn't* and *don't*.

It is really very easy to tell when to use *doesn't* instead of *don't*. If you are not sure that *don't* is the correct form, use the two words, *do not*, in place of it. If *do not* does not sound right to you, you may be sure that *don't* is incorrect, and that *doesn't* should be used. Try this plan with the sentence, "He *don't* run very fast." Would you say, "He *do not* run very fast," or, "He *does not* run very fast"? You see at once that the contraction *doesn't* is the correct one.

Read these sentences over carefully and decide whether you will use *doesn't* or *don't* in each blank. Write the sentences and explain to yourself why you made the choice you did.

1. He —— look happy.
2. That man —— know his way.
3. You —— have to do it.

4. Cows —— eat meat.
5. That dog —— chase cats.
6. Boys —— cry very often.
7. My cat —— scratch.
8. They —— go home for lunch.

179. *Did—Have Done*

Play the game, "Little Boy Blue," in Lesson 71. Then try the following new game:

The teacher will close her eyes and say, "Earl may be the leader." Earl will say, "Please close the door," at the same time pointing to some member of the class without speaking his name. The pupil to whom Earl points will tiptoe quietly and close a door. As soon as the pupil is seated again, the class will say, "Ready," and the teacher will open her eyes.

TEACHER: Did you close the door, Albert?

ALBERT: No, I did not do it.

TEACHER: Have you ever closed the door, Pearl?

PEARL: Yes, I *have done* it.

TEACHER: Did you close the door, Emma?

EMMA: Yes, I *did* it.

The pupils take turns in performing whatever act Earl may indicate, while the teacher closes her eyes. Upon opening her eyes each time, the teacher asks questions until she finds out who performed the act. A mark will be placed against the name of any one who does not use *did* or *have done* correctly in his answers. How many can play the game without a mark?

180. Writing from Dictation

As you are going to be asked to write the following paragraph from dictation, you should first read it, looking carefully at the spelling, the capitals, and the punctuation marks. Then copy it. Try not to look a second time at the words you are about to copy. Compare your copy with the paragraph, and correct any errors. Always follow this plan for dictation work.

Georgia likes to write stories in the woods, because it's very cool there. Today she went out after school to prepare her dictation lesson. But she was so busy watching the squirrels playing their tricks that she forgot to write. She saw a baby squirrel that had lost its mother and couldn't find her. She might have finished her lesson, but just then she remembered that she had to go to the store for her mother. How could she have forgotten it! She jumped up and started on her errand.

181.* Quotation Marks

"When do little Japanese children go to school?" asked Madge.

"At half past six you hear the clickety-clack of their odd little sandals as they walk along," answered the teacher.

"Do the girls go to school too?" asked Madge.

The teacher replied, "Once upon a time the girls were taught at home, but now they go to school."

"What does the schoolhouse look like?" continued Madge.

"The schoolhouse is quite different from ours," said the

teacher. "It can be moved about. It is made of paper screens and wooden partitions like shutters. The roof is very high pitched like a tent."

"How is the schoolroom floor covered?"

"It is covered with snow-white matting," replied the teacher. "Then there are bright squares of wadded silk scattered upon the floor. On these squares the children sit with their little legs curled up beneath them."

"How do the little Japanese read?" asked Madge.

"They read from the bottom of the page to the top, from right to left, and from the back of the book to the front," answered the teacher.

"I wish that I lived in Japan!" said Madge.

Oral Study. In the first sentence, read just the words which Madge actually said. Notice the marks at the beginning and at the end of Madge's question. Make these marks yourself. Read just what the teacher said in reply. Are the same marks used here? When we repeat the exact words of another person, these words are called a **quotation**. "When do little Japanese children go to school?" is a quotation because it repeats exactly what Madge said. The marks at the beginning and at the end of a quotation are called **quotation marks** (" ").

In the first sentence, what other mark of punctuation is used between the quotation and the rest of the sentence? in the second sentence? in the last sentence? Notice the punctuation marks in all the other sentences. You will see that in every case the quotation is sepa-

rated from the rest of the sentence by a comma, a question mark, or an exclamation mark.

Read the quotation in the following sentence. How does the first word in the quotation begin?

The teacher said, "In Japan the horse goes into the stall tail first."

We now have three rules to follow in writing quotations. Let us see what they are.

1. Put quotation marks before and after the exact words of the speaker.
2. Separate the quotation from the rest of the sentence by a comma, unless a question mark or an exclamation mark is needed.
3. The first word of a quotation is usually begun with a capital letter.

Copy the conversation between Madge and her teacher. Check it carefully. Your teacher will dictate parts of the lesson in class.

182.* Quotations—Continued

Do you see any difference between these two sentences? What is it?

John said that he had a kite.

John said, "I have a kite."

Which sentence gives John's own words? What are they? Remember that we use the quotation marks only when we repeat the *exact* words of the speaker.

Oral Study. Change each of the following sentences so as to repeat the exact words of the speaker. In the first sentence what would Molly say if she were really talking to you? Molly would say, "I like cherries." In the second sentence, what would James say if he were talking to you?

1. Molly says that she likes cherries.
2. James replied that he had no pencil.
3. Ruth answered that she had lost her book.
4. John said that he could make a sled.
5. The boys shouted that they had been in the lake swimming.
6. Mother said to Mary that she must come home quickly from school.
7. Father said that he needed James today.
8. The teacher said that we might tell stories tomorrow.

Written Exercise. Write the eight sentences as you have changed them, repeating the exact words of the speaker. Keep in mind all the rules given in Lesson 181. In class your teacher will dictate the sentences to you, using the exact words of the speaker.

183. *Sit and Set*

Many people do not use the words *sit* and *set* correctly. Let us read the following sentences and learn the difference in the meaning and the use of these two words.

Sit

I *sit* here.
 She *sits* here.
 I am *sitting* here.
 I *sat* here yesterday.
 I have *sat* here often.

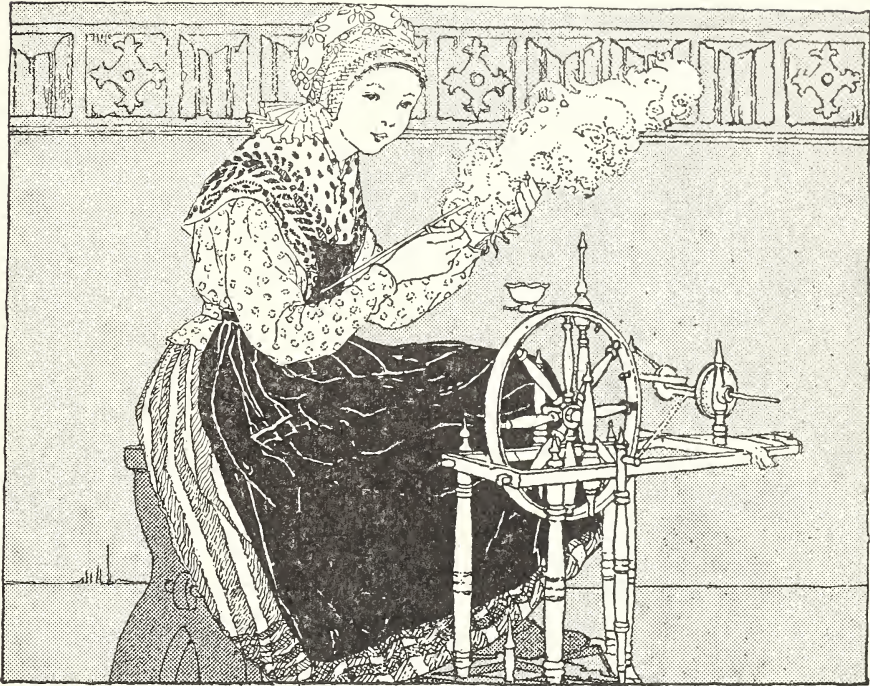
Set

I *set* it here.
 She *sets* it here.
 I am *setting* it here.
 I *set* it here yesterday.
 I have *set* it here often.

What forms of *sit* are used in the left-hand group of sentences? What forms of *set* are used in the right-hand group? What word is there in each sentence containing forms of the word *set* that is not in any of the sentences containing forms of the word *sit*? Read the sentences containing forms of *set*, using the words *the book* instead of *it*. Read the same sentences using the words *the flowers* instead of *it*. It is easy to learn to use *sit* and *set* correctly, if we remember that *set* means "to place," and that it must be followed by some word telling what has been "placed."

Read the following sentences and decide whether to use a form of *sit* or a form of *set* in each of the blanks. Write the sentences and check your work.

1. May I — with Mary?
2. May I — the flowers in the window?
3. He — down hard.
4. The farmer was — out trees.
5. The farmer was — out under the trees.
6. — over there.
7. — the boxes over there.
8. He — his traps among the bushes.
9. He — beside his traps among the bushes.



184. Writing Sentences

This young woman lives in a village in Normandy, which is in the northern part of France. Find France on the map, and tell how you would travel to get there.

What is the young woman doing? What does she hold in her hand? What must she do in order to make the spinning wheel turn? What will she probably do with the yarn after it is spun? Where do you think the wool which she is spinning came from? Where did she probably get the cloth for her dress? Describe her dress and her bonnet.

Do many women in this country spin and weave at home? Why not? Did they ever do much spinning and

weaving at home in this country? If so, when and why? If you have ever seen any one spinning or weaving, tell the class about it.

Write five questions about the picture which you would like to have your classmates answer. Write five statements about the picture. Do not begin any of the statements with *I see*.

185. *Saw—Have Seen*

In the following sentences choose the correct word—*saw* or *seen*—with which to fill each blank.

Be prepared to explain why you made the choice you did in each case. In class your teacher may ask you to write some of the sentences.

1. Have you —— my reader?
2. I —— it yesterday.
3. But I haven't —— it today.
4. I have never —— anything so beautiful.
5. Have you —— John?
6. I —— him running across the street.
7. He —— me and waved his hand to me.
8. Robert says that he —— four squirrels today.
9. I —— five in the park.
10. I haven't —— one this year.
11. Have you ever —— a rattlesnake?
12. I —— two of them once.
13. I never —— one alive.

Be prepared to give orally in class five sentences of your own using *saw* and five using *seen* correctly.

186. Telling an Original Story

Read the following list of subjects carefully. Copy the ones about which you know the most. From these select the one which you think the class will like best. Prepare a story on this subject, telling it to yourself once or twice before you come to class. Repeat the story-telling rules.

- | | |
|-----------------------------------|-------------------------------------|
| 1. A California Fruit Pa-
rade | 7. A Flower Carnival |
| 2. A Pageant | 8. A Circus |
| 3. Inauguration Day | 9. Automobile Races |
| 4. Yacht Races | 10. Baseball |
| 5. Football | 11. Fourth of July |
| 6. The Mardi Gras | 12. Any Custom of Your
Community |

187. Writing and Checking

Write a short story about one of the following subjects:

1. My Experience While Waiting for a Parade
2. An Unusual Animal That I Saw at a Circus
3. Celebrating the Fourth of July
4. My First Day at School
5. My First Tardiness
6. A Joke on Me
7. Our Circus in the Barn.

Check your work. You may be asked to read your story to the class. Make it as interesting as you can.



188. Study of a Picture

Here is another scene in France. This woman has come to fill her pitcher at the village fountain. What is there interesting and curious about this fountain and the wall surrounding it? The wall was built many, many years ago, so many that no one now knows who built it or what the curious carvings mean. But they do know that it was placed there in honor of the patron saint of this French village.

Why do you suppose such a high wall was built around the fountain? What do you think the woman with the pitcher will do with the water? If she were going to wash clothes, what would she bring to carry the water in? Would she be allowed to do her washing at the fountain? Why not? How would you like it if your mother were to send you to the village fountain for all the drinking water for the house?

Think of the oldest house, or fountain, or tree, or piece of furniture of which you know. Try to recall everything you have heard about it. Describe it to yourself once or twice and review the story-telling rules. Then tell the class about it.

189. Writing Conversation

Now that we have learned how to use quotation marks, we can include conversation in our written stories and in that way make them much more interesting.

A great deal of conversation was used in Lesson 137. Read this lesson again, noticing particularly the exact words used in each quotation.

Then close your book and put it into your desk, so that you will not be tempted to peep into it. When you have done this, write a few quotations somewhat like those in the story, but not so long. Here are two. Write five more.

The father said, "Children, I want to go to town."
"Oh!" cried Endurance.

Check your work.

190.* The Days of the Week

How many days has my baby to play?
Saturday, Sunday, Monday,
Tuesday, Wednesday, Thursday, Friday,
Saturday, Sunday, Monday.

With what kind of letter does the name of each day of the week begin? Pronounce and spell the names of these days. What is the first day of the week? Repeat the names of the days in their order. Copy these names, noticing particularly the spelling of *Tuesday* and *Wednesday*.

Capitalize the names of the days of the week.

Use the name of each of the days of the week in a short written sentence. Make three of the sentences questions, one an exclamation, and the rest statements.

191.* The Names of the Months

Thirty days has September,
April, June, and November;
All the rest have thirty-one,
Save February, and it alone
To twenty-eight we do confine
Till leap year gives it twenty-nine.

Copy this rhyme carefully. Memorize it, as you will often find it very useful.

Do you know the names of the months in their order? They are: *January, February, March, April, May, June, July, August, September, October, November, December.* Repeat them until you can say them rapidly.

How do you pronounce *February*? How do careless people pronounce this word? What is wrong with their pronunciation?

With what kind of letter do the names of the months begin? Spell the names of the months. Write in order in one column the names of all the months. After the name of each month write the number of days in that month. You can, of course, find this out from the rhyme.

Capitalize the names of the months.

192.* Abbreviations of the Names of the Months

There is a short way of writing some of the names of the months, which is often used, especially in letter writing. This shortened form is called an **abbreviation**.

Read the following list of months and their abbreviations:

January	Jan.	July	
February	Feb.	August	Aug.
March	Mar.	September	Sept.
April	Apr.	October	Oct.
May		November	Nov.
June		December	Dec.

How is the abbreviation for *January* obtained? Answer the same question for each of the other months. Which names of months have no abbreviations? Why? What mark is placed after each abbreviation? It is very important not to leave out this mark.

Dictation Exercise. In one column write the names of all the months in order. In another column write the correct abbreviation for each of the months. Do not forget the period. In a third column, opposite the name of each month and its abbreviation write the number of days in that month. In class you will write, as the teacher dictates, the names of the months and their abbreviations.

193.* Holidays

New Year's Day	Labor Day
Washington's Birthday	Thanksgiving Day
Independence Day	Christmas

With what kind of letter does the name of each holiday begin? What punctuation mark do you see in

two of the names that you do not find in the other names? Why is it used? What is the date of each holiday? Do any of them occur during the summer vacation?

Learn to spell the names of these holidays. Write each in a sentence, giving its date; for instance:

New Year's Day is January 1

Are there any holidays in your state besides the six mentioned in this lesson? If so, what are they? Learn to spell them.

194.* Other Abbreviations

There are a few other abbreviations which we should learn before studying letter writing again.

A great many people, especially men, do not write their given names in full in their signatures. If a man's name is *John Thomas Adams*, he may write it *J. T. Adams*, *John T. Adams*, or *J. Thomas Adams*. Write your usual signature.

Some of the titles in common use which are abbreviated are:

Mister—Mr.

Mistress—Mrs.

Doctor—Dr.

The title *Miss* is not an abbreviation and so, of course, should not be followed by a period.

The names of nearly all the states have abbreviations. What is the correct abbreviation of the name of your state? Write the abbreviations for other states in which you have friends or relatives.

It is best, however, to write the name of the state in full if there is any possibility that a mistake may be made in reading it.

Have you ever seen the letters *R. F. D.* or *P. O. Box*? Where? *R. F. D.* means "rural free delivery." What does *rural* mean? Why is the delivery of letters and papers called *free*? When you write to some one in the country, put *R. F. D.* on the envelope, adding the number of the route if you know it, as *R. F. D. 4.* *P. O.* means "post office." *Street* is abbreviated to *St.*, and *Avenue* to *Ave.* What punctuation mark do you see after each abbreviation? With what kind of letter does each of these abbreviations begin?

Place a period at the end of every abbreviation.

Your teacher will dictate to you the full name of each boy in the class, giving the *surname* or family name first, and *given* names next—as; *Smith, John Thomas.* You will write the name *Smith* and the initials, *J. T.*, like this: *Smith, J. T.* Notice that there is a comma after the surname.

When she has dictated the names of all the boys, she will dictate the names of all the girls. There is this difference in writing the abbreviation for a girl's name; you should always write one of her given names in full. For instance, when the teacher dictates *Smith, Jean Ferguson,* you will write *Smith, Jean F.*

Make a list of the members of your family, writing and arranging their names according to the instructions given in the two paragraphs above.

At your seats make a class roll for the teacher. Place all the surnames beginning with *A* together, all beginning with *B* together, and so on. Remember to place the comma after the surname.

195. Troublesome Words

In each of the following sentences choose the word in parentheses which is correct for that sentence.

Your teacher may divide the class into three sections, and assign five of these sentences to each section for written work. Check your work carefully, and be ready to explain why you chose the word you did in each case.

1. Your chair is over (their, there).
2. (Its, It's) the one with the red cushion.
3. We have (for, four) chairs like that.
4. We had (two, to, too) but grandmother gave us (two, to, too) more.
5. I am going to (there, their) house now.
6. (It's, Its) porch is very large.
7. It is (too, two, to) large (for, four) a small family.
8. Is that your book over (there, their)?
9. Yes, (its, it's) my geography.
10. I brought it home (for, four) you.
11. My brother has one (too, to, two).
12. (There, Their) dog is an Airedale.
13. What is (it's, its) name?
14. They named it "Jaggles" (for, four) (its, it's) father.
15. It is only (too, to, two) years old.

196.* Letter Writing—The Heading

When Henry Wadsworth Longfellow was a little boy he wrote the following letter to his father:

Portland, Maine
Jan. 12, 1814

Dear Papa:

Ann wants a little Bible like Betsy's. Will you please buy her one if you can find any in Boston? I have been to school all the week and got only seven marks. I shall have a billet on Monday. I wish you to buy me a drum.

Henry W. Longfellow

Read Lesson 40 again, to see whether Longfellow when a little boy knew how to write a letter correctly. Did he follow all the rules?

Where was he when he wrote the letter? How do you know? In what month was he writing? in what year? That part of a letter which tells where and when it was written is called a **heading**. Read the heading in Longfellow's letter. Here are some other headings:

804 Goodrich Avenue
St. Paul, Minnesota
June 20, 1929

R. F. D. 2
Albia, Iowa
January 7, 1928

How many commas do you see in each heading? Where is the first comma placed? Where is the second comma placed? What words begin with capital letters? Why?

Write the heading for a letter if dated today.

Write the headings which persons living in the following places would use if writing a letter today:

1. A city
2. An R. F. D. route
3. A town or village without free delivery

Copy the following headings on your paper, arranging them properly and placing commas and periods correctly:

1. Farmington Delaware January 2 1928
2. 240 West Apsley Street Philadelphia Pennsylvania
June 1 1929
3. Southold New York May 5 1927
4. R F D 6 Boulder Colorado July 4 1928

197.* The Salutation

The words *Dear Papa* in Longfellow's letter form what is called the **salutation**. We give it this name because the person writing is *saluting*, or addressing, some one. What salutation would you use if you were writing a letter to your grandmother? to your uncle? to your teacher? to your friend William or Elizabeth?

Study the following salutations:

- | | |
|---------------------|--------------------------|
| 1. My dear Harry: | 4. My dear Aunt Jane: |
| 2. My dear Mr. Cox: | 5. Dear Robert: |
| 3. Dear Father: | 6. My dear Miss Jackson: |

What is the only word in a salutation that does not always begin with a capital? When does this word begin with a capital? When does it begin with a small letter? Can you form a rule for the capitalization of

presses whatever he has to say to the person to whom the letter is addressed.

Written Exercise. Copy carefully the five examples of complimentary close given above, together with the signatures. Remember to begin the closing words at a proper distance from the margin.

Write the complimentary close and your signature for a letter to your grandmother; to your uncle; to your sister; to your father; to a friend; to your teacher; to your brother.

199. Writing a Letter

Write a letter to your grandmother (or some other relative in another town) asking her to send you something you want; or,

Write a letter to a friend asking whether you left your handkerchief or glove at his home; or,

Write a letter to any one you please, telling about some experience you have had within the last week.

Read your letter over to see that there are no mistakes.

200.* Addressing a Letter

The address on an envelope should be written very plainly; if it is not, the letter may never reach the person for whom it is intended.

The man who is at the head of our post-office system is called the Postmaster General. A short time ago he was so much disturbed by the great number of lost letters in this country that he wrote a letter to every

boy and girl in the United States. In it he told them that whenever the postman took fifty letters out of the box he could be sure that five of them would never reach the persons for whom they were intended, because the addresses were so poorly written. One letter out of ten is sent to the Dead Letter Office. Here there are many clerks who do nothing but open "dead" letters to see who sent them, in order to return them to the writers. Sometimes the writer has not put a heading on his letter, in which case it cannot be returned to him.

On the envelope of a letter going to some one who lives in a city you should write (1) the name of the person to whom the letter is written, (2) the house number and the name of the street, (3) the name of the city, and (4) the name of the state. If you are writing to some one in a village, the house number and the street may be omitted. Why? If the person to whom you are writing lives in the country, the number of the R. F. D. route is written. If you do not know the number merely write R. F. D., to show that the person addressed does not live in the village.

Here are three addresses, one for the city, one for the village, and one for the country:

Miss Ann Roland
5507 Elmer St.
Pittsburgh, Pa.

Mr. Wilson Hawkins
Grafton
Mass.

Mrs. Mary T. Smith
R. F. D. 6
Columbia, Mo.

Writing Addresses. Write the address which you would place on the envelope if you were writing to a friend; to your grandmother; to an aunt; to your doctor. If your friend lives in a small town, do you need to put the street and number on the envelope? If he lives in a large city and you do not include the street and the number in the address, what is very liable to happen?

201. *Did—Have Done*

Which word—*done* or *did*—requires a helping word? (Lesson 179.) Choose the word in parentheses which is correct for each sentence. Be ready to read the sentences correctly in class.

1. Have you (done, did) your work yet?
2. John (done, did) his work well.
3. I have (done, did) all my work.
4. Has your garden (done, did) well this year?
5. It has (done, did) better than last year.
6. He (done, did) the best he could.
7. We all have (done, did) the best we can.
8. Who (done, did) that?
9. I (done, did) it. I (did, done) it well.
10. You have (done, did) it well.
11. You (done, did) it better than I could have (done, did) it.
12. Who has (done, did) this?
13. Francis has (done, did) it.

Be prepared to give orally in class five sentences of your own using *done* correctly.

202. Story Telling

KING MIDAS

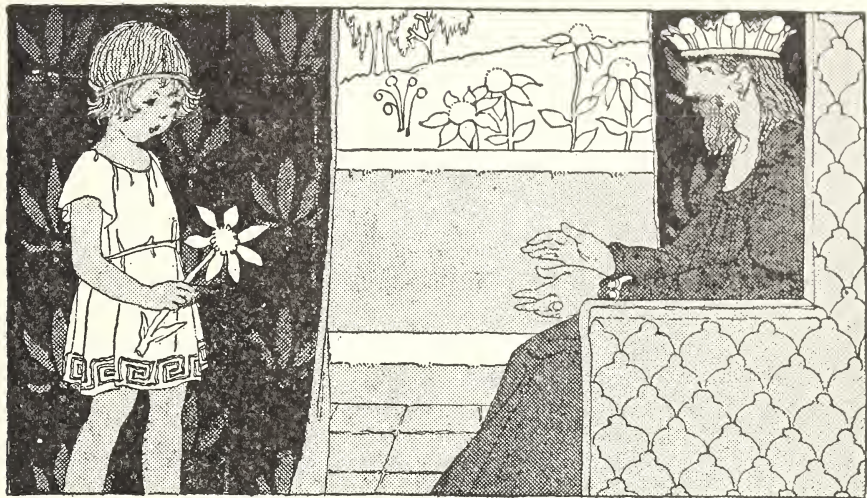
Proud King Midas possessed great wealth, but this did not satisfy him. He wanted to become the richest man in the world. It chanced one day, while he was wishing that everything he touched might turn to gold, that a wonderful stranger, who shone like the sun, entered the room. Overhearing the king, the stranger promised him that his wish should be granted on the next day.

When King Midas awoke on the following morning, the stranger's promise came true. As soon as the king touched the covers of his bed, they turned to gold. When he felt his bed, it, too, became solid gold. While dressing, he saw his clothes change to gold. He stepped into the garden, and lo! all the flowers that he touched became golden. Moreover, at the breakfast table his magic touch made all the dishes just so much gold. Beholding all these wonderful changes, the joyous king exclaimed, "Now at last I am the happiest man alive!"

Then something happened to disturb the king's pleasure. Every bit of food, as soon as it touched his mouth, was transformed into a lump of gold. "Perhaps," thought the hungry king, "a real roll is better than a golden roll and real coffee is better than gold coffee."

At that moment the king's little daughter, Marygold, came into the room crying because all her lovely flowers were hard, stiff, and yellow, and because something had happened to all the pretty plants in the garden.

Now the king loved Marygold dearly, much more, even, than he loved gold. But alas the day! When he took his



little daughter into his arms to comfort her, he no longer felt her warm little body against his breast, but something hard and stiff! Poor unhappy King Midas! He moaned, "I will give all my gold and all my riches to have my little Marygold back!"

The stranger appeared again. "Do you still wish all that you touch to turn to gold?" he asked.

"No, no, no!" cried King Midas.

"Then go to the stream that flows through your park and bathe in its waters. Bring a pitcherful of the water back with you and pour it on everything that you wish to change back to its natural form."

Again the bright stranger vanished. King Midas did as he was bid, first of all pouring the water on Marygold. To his great joy his own dear little girl was immediately restored to him.

"Come, dear," said her father, "I will make your flowers pretty again." The instant that the water touched them, they took on their true colors and lost their stiffness. Happy little Marygold jumped and clapped her hands in glee. King

Midas rejoiced at being freed from his wish, and never again did he ask to be the richest man in the world.

Why was not King Midas contented with his wealth? When did he first begin to suspect that it would have been better if his wish had not been granted? What made him sorry he had ever made such a wish? Have you ever wished for something very much and later been glad that your wish was not granted? Tell about it. Suppose a boy should wish for a whole gallon of ice cream or a whole chocolate cake to eat all by himself, would it make him happy to have his wish? Does having a lot of money necessarily make a person happy? What things do you think are the most necessary to happiness? Are you always happy? What should you do to make yourself happy?

Original Story. Prepare to tell in class a story about some child who wished for something and was afterward sorry that his wish was granted. You may make it a fairy story if you like.

203. Letter Writing

Write a letter to a distant friend telling him a number of interesting things about your school work. Draw a rectangle to represent an envelope and write on it the proper address.

Before writing your letter, write five different complimentary closes, properly punctuated. Select for your letter the complimentary close which best expresses your feeling for your friend.

204. Sit and Set

What is the difference in meaning between the two words, *sit* and *set*? How can you tell when it is correct to use *set*? (Lesson 183.) Read the following sentences, choosing the correct word in parentheses in each case and giving your reason.

1. We are going to (set, sit) on the porch.
2. We have been (setting, sitting) on the porch all evening.
3. Grandfather always (set, sat) in the old armchair.
4. While he was (sitting, setting) there, he fell asleep.
5. Mary, (set, sit) the bowl on the table.
6. She (set, sat) it there quietly.
7. Jimmy (sit, sat) down on a wall yesterday.
8. I shall (set, sit) in the sun.
9. If you (sit, set) there you will get tanned.
10. The chief (set, sat) before the council fire.
11. The braves were (setting, sitting) around in a circle.
12. "(Set, Sit) down!" he ordered.
13. The little boy (set, sat) with his head in his hands.

205.* I and Me

You once learned a rule about mentioning yourself last. Although you may always remember to put this rule into practice, there may be times when you will be uncertain whether to use *I* or *me* when referring to yourself.

For example, should you say, "She gave it to John and I," or, "She gave it to John and me"?

There is a simple test which will always show which word to use. The test is this: Repeat to yourself the sentence at the foot of page 231, leaving out the word *John*: "She gave it to I," "She gave it to me." Clearly, the second sentence is correct; so you should say, "She gave it to John and *me*."

Let us try another example. Should you say, "John and I are cold," or "John and me are cold"? Leave out the word *John*. Which is correct, "I am cold," or "Me am cold"? You see at once that you should say, "John and I are cold."

Exercise. Read the sentences below and decide whether to fill each blank with *I* or *me*. The test which has just been given you will enable you to tell which to use. Write the sentences correctly. In class you may be asked to write them on the board and to explain why you filled the blanks as you did.

1. Willie and —— play with Robert.
2. Mary and —— have red ribbons.
3. Here is a present for Grace and ——.
4. Tell Tom and ——.
5. He asked Margaret and —— to sit down.
6. May Aileen and —— clean the board?
7. May Mary help Aileen and ——?
8. Mother and —— went to the movies.
9. Please give one to Horace and ——.
10. May George and —— sharpen the pencils?
11. Look at Walter and ——.
12. Walter and —— can turn handspings.

206. The Exclamation Mark

Which of the following sentences need exclamation marks at the end? Tell a story about each which will explain why an exclamation mark is needed. Copy the sentences carefully, placing the proper mark at the end of each. Which of the sentences might close with either a period or an exclamation point? What would be the difference in meaning in each case?

1. What a beautiful flower you have
2. What is the name of your flower
3. How old are you
4. I know how to hitch up a horse
5. How hot it is today
6. Run
7. Oh, how that wasp stings
8. It is raining
9. The circus is coming
10. Do you wish to go

207.* Syllables

but but ter but ter nut

Read the three words above. The second and third words are divided into parts called **syllables**. Pronounce the syllables in the second word; in the third word. Which word has but one syllable?

Name the syllables in each of the following words:

circus	pencil	hammock	walnut
cherry	tablet	grandma	thinking
tomato	hurry	bamboo	wonderful

Name five words each of which has but one syllable, as: *girl, horse, through*.

Sometimes in writing, one finds that there is a little space left at the end of a line, but not enough for the whole of the next word. Then, I am sorry to say, some untidy children begin to write small so as to squeeze the word in. This spoils the appearance of the page and makes the writing hard to read. Let me tell you what a careful writer would do.

He might say to himself, "There isn't room for the word; so I shall leave the space blank and begin on the next line." But if he had begun a word before realizing that there was not room to finish, he might say, "I shall write one or two syllables on this line and place the rest on the next line." Now you see why we need to know how to divide a word into syllables. For, if you are obliged to divide a word in this way, it is important to remember that it must always be divided between syllables. For example:

The boy said to his father, "I am go-
ing out to skate."

The little mark which you see after *go* in the sentence above is called a **hyphen** (-). It is placed at the end of the line after the syllable *go* to show that the word is not finished.

What other word on this page is divided at the end of a line? Look on pages 140, 147, and 228 of this book for words which have been divided in this way.

A word must never be divided except between syllables. In dividing a word at the end of a line, a hyphen should be used to show that the word is not finished. A word of but one syllable cannot be divided.

. Write the words in the list on page 233, dividing them into syllables and placing hyphens between the syllables.

208. *Lie and Lay*

What is the difference in meaning between the words *lie* and *lay*? (Lesson 171.) Read the following sentences correctly. Be prepared to explain why you chose the word you did in each case.

1. The hats are (laying, lying) on the grass.
2. Let them (lie, lay) there.
3. I (laid, lay) the napkins on the table.
4. Would you like to (lie, lay) down?
5. I have been (lying, laying) down.
6. Tom Sawyer (laid, lay) on the bank.
7. "I wish I could (lay, lie) here all day," he said.
8. Where did the cat (lay, lie)?
9. It (lay, laid) on the hearthrug.
10. Why was it (laying, lying) there?
11. I (lay, laid) the flowers on the steps.
12. I have seen the garden shears (laying, lying) in the path.
13. If they (lay, lie) there they will rust.

Be prepared to give orally in class five sentences of your own using some form of *lie* and five using some form of *lay* correctly.



209. Study of a Poem

When Robert Louis Stevenson was a little boy, he was ill much of the time, and was not strong enough to run about and play active games like most boys. But he had a lively imagination and used to amuse himself for hours by playing such quiet games as he describes in this poem.

THE LITTLE LAND

When at home alone I sit
And am very tired of it,
I have just to shut my eyes
To go sailing through the skies—
To go sailing far away
To the pleasant Land of Play;

To the fairy land afar
Where the Little People are;
Where the clover tops are trees,
And the rain-pools are the seas,
And the leaves like little ships
Sail about on tiny trips;
And above the daisy tree
 Through the grasses,
High o'erhead the Bumble Bee
 Hums and passes.

In that forest to and fro
I can wander, I can go;
See the spider and the fly,
And the ants go marching by
Carrying parcels with their feet
Down the green and grassy street.
I can in the sorrel sit
Where the lady bird alit.
I can climb the jointed grass;
 And on high
See the greater swallows pass
 In the sky,
And the round sun rolling by
Heeding no such thing as I.

Through that forest I can pass
Till, as in a looking glass,
Humming fly and daisy tree
And my tiny self I see,
Painted very clear and neat
On the rain-pool at my feet.

Should a leaflet come to land,
Drifting near to where I stand,
Straight I'll board that tiny boat
Round the rain-pool sea to float.

Little thoughtful creatures sit
On the grassy coasts of it;
Little things with lovely eyes
See me sailing with surprise.
Some are clad in armor green—
These have sure to battle been!—
Some are pied with every hue,
Black and crimson, gold and blue;
Some have wings and swift are gone;—
But they all look kindly on.

When my eyes I once again
Open and see all things plain;
High bare walls, great bare floor;
Great big knobs on drawer and door;
Great big people perched on chairs,
Stitching tucks and mending tears,
Each a hill that I could climb,
And talking nonsense all the time—
 O dear me,
 That I could be
A sailor on the rain-pool sea,
A climber in the clover-tree,
And just come back, a sleepy-head,
Late at night to go to bed.

What does this little boy do when he is tired of being alone? What can he imagine when he shuts his eyes? Where does he go? Does he become one of the "Little People" in "the fairy land afar"? How small do you think he imagines himself to be?

What does he see in the land of the Little People? What picture is in your mind when you read about the clover tops that are trees and about the rain-pool seas? Who are the Little People? Name as many of them as you can. What are the "parcels" which the ants carry? Tell how the "little things with lovely eyes" look. How does the humming of the bumble bee sound? How does one travel on the rain-pool seas?

Find all the words in the first stanza that rhyme. Notice all the words and expressions which show how small everything is. What lines do you like best? Why?

210. Using Your Imagination

"Tell the story of Stevenson's trip to the "Little Land."

Imagine that you are about two inches high; tell how the grasses and flowers look to you. Imagine that a beetle or a firefly speaks to you; what do you answer? If you climb to the top of some tall grass blade, what can you see? What would you do if a rabbit should come through the woods toward you?

Make up a story of your own imaginary journey in the "Little Land" and tell it to the class. You will need to make a careful outline.

211. Was and Were

Choose the word in parentheses which is correct for each sentence and write the sentences. (Lesson 164.) Which word—*was* or *were*—may be used correctly with *you*?

1. Where (was, were) you when I called?
2. I (were, was) hiding in the haymow.
3. The horses (was, were) getting restless.
4. We (was, were) very tired last night.
5. The train (were, was) very dirty and hot.
6. I didn't know you (was, were) in the same car.
7. The people in there (were, was) all excited.
8. The boys (was, were) swimming in the old pond.
9. The cat-tails (were, was) thick around the edge.
10. How far away (was, were) you?
11. He (was, were) asleep all the time.
12. Did you say you (was, were) not coming?
13. Whose brothers (were, was) they?

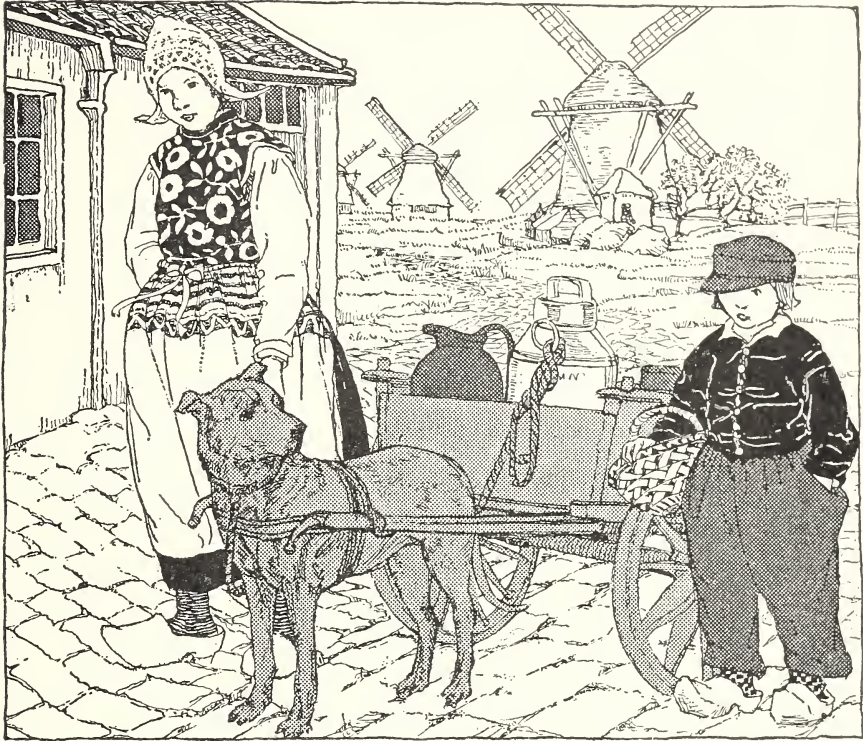
212. Good and Well

What is the rule for using *good* and *well*? Review Lesson 154. Think of all the things that your friends or your pets can do *well*, and then be prepared to give sentences like the following :

My canary can sing *well*. It is a *good* singer.

Walter can run *well*. He is a *good* runner.

It will be fun to see what *good* pairs of sentences you can think of.



213. Writing a Story from a Picture

This picture shows us a scene in Holland. Find Holland on a map of Europe. Tell how you would go from your home to Holland. What are the people of Holland called? Tell us what you know about Holland and its people.

Why do you think the dog has been harnessed to the cart? With what is the cart loaded and what is going to be done with the load? Is the dog used to drawing the cart? Do you think he would run away if he were to see another dog? Would you like to train a dog to do this kind of work?

How is the woman dressed? the little boy? How would you like to wear wooden shoes? What a clatter they must make on the cobblestones of the street!

In what ways do these windmills differ from those we see in our own country? Why are they called *windmills*? What is the purpose of a windmill? Find out, if you can, why they have so many windmills in Holland. Is Holland a flat or a hilly country?

Writing the Story. Close your books. Wouldn't you enjoy telling your mother or some one else what you saw in this picture? Repeat to yourself what you would like to tell her. Then write it. When you get home, let her read the story. After she has read it, give her the book and ask her to find the picture without your help. Did she find it? What did she think of your story?

214. A Dictation Lesson

"Oh, look!" cried blue-eyed Gretchen, dancing on her toes. "The boys and girls are skating on the canals. A holiday! A holiday!"

"Hurrah!" responded her happy brother, Hans, with his nose against the windowpane. "Where are my skates? Let's skate to market for mother."

These Dutch children were unusually frolicsome, because the first day of skating every year in Holland is always a holiday. The many canals remain frozen all winter, encouraging every one, big and little, to enjoy the ice. Should a person not care to exercise, he may ride in a chair-like sled pushed by the skaters. Most people, however,

prefer to skate, and since the canals take the place of our streets, you can imagine how numerous the skaters are.

What is a canal? Why are there so many canals in Holland? How would you like to skate to school? If all children skated to school, how could they tell their own skates when school was over? Who would put the skates on the very small children?

Dictation. Read the first two paragraphs carefully, and when you come to a quotation mark, an exclamation mark, a question mark, a period, or an apostrophe, tell yourself why it is used. Copy the two paragraphs carefully. In class your teacher will dictate them to you.

215. *I and Me*

What test have you learned which will enable you to decide whether *I* or *me* is the correct word to use in such sentences as the following? (Lesson 205.) Read the sentences correctly, testing each one to be sure that you are right.

1. Give that ball to John and (I, me).
2. Billy and (me, I) want to play with it.
3. Uncle John will take John and (me, I) riding.
4. This is a secret between her and (I, me).
5. Jean and (me, I) are going shopping.
6. He brought the news to mother and (me, I).
7. This work was done by Joe and (me, I).
8. He shouted at Robert and (me, I).
9. He had never heard of Dick and (me, I).
10. Aunt Ella got the letter from Jim and (I, me).

216.* *Rang—Have Rung*

Boys and girls frequently make mistakes in the use of *rang* and *rung*, but these mistakes can easily be avoided and overcome if you will keep in mind that *rung* must always have a helping word, and that *rang* should never have one.

Give two sentences using *rang*; two using *rung*.

Game: To-day we shall play a game called "Playing Neighbor." The boy or the girl who begins the game will be Neighbor A.

NEIGHBOR A [*Rising and tapping on some one's desk.*]: I *rang* the bell. I *have rung* the bell.

NEIGHBOR B: The bell *rang*. [*Pretends to open the door.*] *Have* you *rung* the bell, good neighbor?

NEIGHBOR A [*Offering a box*]:

Yes, I have brought you a box of candy.

Please divide it with your son Andy.

NEIGHBOR B [*Tapping on some one's desk.*]: I *rang* the bell. I *have rung* the bell.

NEIGHBOR C: The bell *rang*. *Have* you *rung* the bell, good neighbor?

NEIGHBOR B: Yes, I have brought you a box of seeds,
To plant in your garden instead of weeds.

And so the game continues. If you forget a rhyme, see what a nice one you can make up. Be sure to use *rang*, *have rung*, and *have brought*. Other rhymes might be:

Yes, I have brought you a box of corn
To feed your chickens at early morn.

Yes, good neighbor, I rang the bell,
Because I have brought some flowers to sell.

Yes, I have brought you a box of berries,
And tomorrow morning I'll bring some cherries.

Yes, good neighbor, I rang the bell,
I have brought some water from our good well.

Yes, I have brought you some yellow cheese,
To have for dinner, if you so please.

217. Poem Study

Look again at the picture of the Dutch windmill in Lesson 213. Notice how large it is, and how its long arms stretch out to catch the wind. It stands like a great giant ready to devour all the grain which is poured into its jaws. No wonder that the giant windmill in the poem exclaims as he looks at the harvest fields, "I know it is all for me." Read the poem to see what else the windmill says.

THE WINDMILL

Behold! a giant am I!
Aloft here in my tower,
With my granite jaws I devour
The maize, and the wheat, and the rye,
And grind them into flour.

I look down over the farms;
In the fields of grain I see
The harvest that is to be,
And I fling to the air my arms,
For I know it is all for me.

I hear the sound of flails
Far off, from the threshing-floors
In barns, with their open doors,
And the wind, the wind in my sails,
Louder and louder roars.

I stand here in my place,
With my foot on the rock below,
And whichever way it may blow
I meet it face to face,
As a brave man meets his foe.

And while we wrestle and strive,
My master, the miller, stands
And feeds me with his hands;
For he knows who makes him thrive,
Who makes him lord of lands.

On Sundays I take my rest;
Church-going bells begin
Their low, melodious din;
I cross my arms on my breast,
And all is peace within.

What does the windmill say of himself in the first line? What punctuation marks are used? Why are they used? What do the other lines in the first stanza say about the giant's strength?

What is the difference between saying, "I *eat* the wheat" and "I *devour* the wheat?" Another giant once said, "Fee! Fi! Fo! Fum! I smell the blood of an Englishman! Be he alive, or be he dead, I'll grind his bones to make my bread!" Who was he? Those two giants use one word which is the same. What is it? How does it show that they are strong?

In the second stanza what words show that the windmill is proud of himself? What does he see? In the third stanza he hears the noise of farmers threshing grain on the barn floors. Before farmers owned threshing machines, they laid the wheat on the floor and beat it with instruments called flails, to separate the grain from the chaff and straw.

In the fourth stanza what words show that the giant is brave? In the fifth stanza what words show that he thinks that he is greater than his master? What does he do on Sunday after his week's work? What words tell that he rests.

Word Study. You will notice, in the first column of words on the next page, five words which the giant uses. After each are several other words which have almost, but not quite, the same meaning. A careful writer always chooses the word which expresses exactly the meaning he wishes to convey.

Read these words over carefully and see whether you can tell the differences in meaning.

devour	eat, chew, gnaw, bite
fling	sling, pitch, toss, hurl, throw
roar	shout, yell, scream, bellow
wrestle	fight, struggle, tussle, wrangle
thrive	grow, succeed, improve

What is the difference between *devouring* meat, and *eating* meat, or *biting* meat, or *gnawing* meat, or *chewing* meat? Read the line of the poem in which the word *devour* occurs, using each of the other words in its place. Is the giant's word better? Why? In the same way study the other words in the list above.

Review Exercise. Arrange two columns on your paper, heading one *Singular* and the other *Plural*. Place each word below in the column in which it belongs. Opposite each singular noun write its plural form. Opposite each plural noun write its singular form.

giant	tower	jaws	farms	arms	harvest	sound
barns	sails	face	foe	millers	lord	lands

218. Capitalization and Punctuation Review

As you read the following paragraphs, decide where each sentence should end and what mark of punctuation should be placed there. How should each new sentence begin? Rewrite the paragraphs, inserting capitals and correct punctuation.

A. This morning I read that a black leopard had escaped from the zoo it is wandering around in the woods preying

on the chickens and the pigs now and then some boy reports that he has caught a glimpse of a pair of gleaming wild eyes so far however the hunters have not succeeded in catching the animal.

B. When I was only four years old my mother asked me to sort the beans she told me to throw the bad ones away after working a long time I had found only ten good beans when mother saw how few good ones I had she said Evelyn you are very slow has it taken you all this time to cull these few beans I replied no I have stopped looking for the bad beans and am searching now for the good ones.

219. Choosing the Correct Word

This is a review lesson. Read the sentences correctly. The teacher may ask you to write some of the sentences in class.

1. Why (don't, doesn't) he ring the bell?
2. He has (rang, rung) it.
3. Where (was, were) you when it (rang, rung)?
4. I have been (sitting, setting) here all the time.
5. Have you (wrote, written) your exercise yet?
6. The teacher has (gone, went) out for lunch.
7. I was (lying, laying) on the grass.
8. Harry and (I, me) went nutting.
9. Father is going to take James and (I, me) fishing.
10. Has your uncle (come, came) yet?
11. He (come, came) last Saturday.
12. Have you (saw, seen) our new automobile?
13. I (saw, seen) your mother driving it.
14. I think she drives (good, well).

220. Writing a Description

In what country do the children in this picture live? What is there about their dress that tells you? In some parts of Holland boys and girls still wear wooden shoes such as you see in the picture. When they come home from school, they take off their shoes at the door. On Saturdays the children wash their shoes with soap and water and dry them by the fire. If the sun shines, they hang them outside to dry. When ready for use again, the shoes are almost as white as snow.

Why do you suppose this Dutch mother and her children have come down to the wharf? Are they waiting for the father to come home? Where has he gone and why are they waiting for him on the wharf? What do you think he will bring them when he comes?

What is the mother doing while she is waiting? What is she making? Why is the little girl beside her so interested? What do the ducks expect to find on the wharf? Is the baby afraid of the duck?

Are these boats large enough to cross the ocean in? What are they probably used for? What makes these boats go? Which of them are now ready to sail?

Look carefully at the children in the picture. Notice the differences between them. Then select two of them. Describe each of them to yourself. Write your descriptions and read them to the class to see whether they can tell which ones you are describing. Check your work.



221. Dramatizing a Story

THE BELL OF ATRI

Halfway up a hillside in Italy lies the little town of Atri. Long ago the king had ordered a large, bright bell to be hung in the market place. The rope attached to this bell was so long that even the smallest child could reach it.

When it was hung, the king and all his court rode through the streets, and, with a loud blowing of trumpets, proclaimed to the joyous people: "This is a bell of justice. If any of you suffers wrong, he has but to ring this bell; my judges will appear to pronounce fair judgment."

The days passed swiftly by. The people were happy and contented, for their wrongs were always quickly righted. But as all things must in time decay, the bell rope at last wore away till it could no longer be reached with ease. Then a stranger passing by noticed the frayed rope dangling from the bell. He stopped and repaired the rope by tying on a long grapevine, leaves and tendrils and all, so that it looked like a garland.

In Atri a rich knight lived in his strong castle. In his youth he had owned many beautiful parks and orchards. He had gone forth to battle on gallant steeds and had been fond of hunting with his hounds. Now that he had grown old, however, he cared naught for brave deeds nor for his horses or dogs or grounds. In fact, he cared for nothing but money and spent all his time sitting in his castle thinking of new ways to increase his hoard of gold.

The only horse remaining to him was one that had been his favorite steed in earlier days. But so miserly had the knight become that he left the poor animal to starve and

shiver in his stall. At last he turned the faithful old horse out into the street to pick up a living for himself.

Wandering along the dusty road, the half-starved animal could find no grass, for the heat had dried up every blade. The street was deserted, for every one was taking his afternoon nap. The hot sun beat down pitilessly.

Suddenly the people of Atri were startled by hearing the bell of justice ring out clear and loud,

“Ding—dong! Ding—dong!
Some one—has done—me wrong!”

It roused the judge from his comfortable nap. “The sun is hot in the market square today,” said he, “but the bell is calling me. I must go.” So saying, he put on his long judge’s robe and hurried to the market place.

“Ding—dong! Ding—dong!
Some one—has done—me wrong!”

the bell continued to ring. And all the people of Atri came running from their homes to see who had been harmed.

Each one, as he neared the square, stopped and stared with all his eyes. What did they see but a poor, ill-used horse pulling at the grapevine rope in his attempt to nibble the few green leaves which hung there.

“It is the Knight of Atri’s steed,” cried the judge. “He pleads for justice and he shall have it.”

“Justice! Justice! Give the poor horse justice!” shouted the people.

The judge sent for the miser. When the greedy knight admitted his guilt, the judge replied, “This horse has served you well. Hereafter you shall give it a comfortable stall, plenty of food, and a green pasture.”

The knight grieved because this would cost him some of his gold ; but the people shouted for joy, leading the horse in triumph to his stall.

The king heard the tale and cried, "This gives me much pleasure ! The Bell of Atri has pleaded well for one of God's dumb creatures."

Think how you will dramatize this story. The characters are: the king, two followers, the stranger, the knight, the horse, the judge, and five people. Read the story carefully and try to think what each character will do or say. What will do for a bell? the trumpets? the frayed rope? How many scenes will there be? What place in the room will do best for the market square? the dusty road? the judge's house?

Make up a story about some one who was unkind to some person or animal. Perhaps you can recall a true story of this kind. Tell it over to yourself. Try to tell this story in a way which will be interesting to your audience.

222. Thrift Stories

What does the word *thrift* mean? Do you ever spend money for something you do not really need? Mention some ways in which you spend money needlessly. Why is it wise to save some pennies every week? In what ways can you save food? clothes? books? pencils? tablets? erasers? Give reasons why you should learn to be thrifty. How can you help yourself, your city,

and your country by being thrifty? What plan has our government made which will help you to save money? What advantages are there in keeping one's money in a savings bank?

Write a composition on one of the following subjects. Check your work.

1. How I Earn Money
2. Why I Am Saving
3. How I Earned My First Money
4. How My Bicycle Helps Me to Earn Money

223. A Thrift Play

Study this play carefully so that you can take any part assigned to you.

CHARACTERS

EVERYBOY OR EVERYGIRL	MISS PICTURE SHOW
MR. BANK	MR. CHEWING GUM
MR. AMERICAN	MISS CANDY

The teacher's desk may represent the candy store. A chair may be the chewing gum stand. A door may represent a picture show. Mr. Bank should carry a little bank.

SCENE I

MR. BANK: Oh, here is Everyboy! You are the very one I have been looking for. I would like to help you save your money today.

EVERYBOY: Thank you, Mr. Bank. What will you do for me if I save my money?

MR. BANK: I will promise you thrift stamps and baby bonds.

MR. AMERICAN [*Entering*]: How do you do, Mr. Bank?

MR. BANK: Mr. American, this is my little friend, Everyboy. [*To Everyboy*] Mr. American will make you good promises too.

EVERYBOY [*clapping hands*]: Oh, what?

MR. AMERICAN: If you will give Mr. Bank as much as you can of your allowance each week, I will promise you in the future neat clothes, good schools, and interesting books.

MR. BANK: Furthermore, I will give you at Christmas time one dollar with which to join the Red Cross.

EVERYBOY: Then I can help others. I'll do it! I'll do it!

MR. BANK: Will you give me your savings today?

EVERYBOY: No, not today. Tomorrow.

SCENE 2

[*Everyboy goes to Miss Candy's shop.*]

MISS CANDY: Everyboy, buy some of these delicious chocolates—the best we have ever had. They melt in your mouth.

EVERYBOY: No! No! I can't. I am saving my money.

MISS CANDY: Oh, spend only a few pennies.

EVERYBOY: Well, I will. I'll still have enough left for Mr. Bank. [*He purchases candy.*]

[*Everyboy goes to Mr. Chewing Gum's counter.*]

MR. CHEWING GUM: Everyboy, I have some fresh gum. Do spend some of your pennies for this.

EVERYBOY: No! No! I am saving my pennies for Mr. Bank.

MR. CHEWING GUM: It doesn't cost much. Spend this time and save next.

EVERYBOY: That's right. I will have several pennies left.
[*Everyboy purchases. He goes next to the picture show.*]

MISS PICTURE SHOW: Come, Everyboy, this is the best picture I ever saw—better than yesterday's. I have a new reel today.

EVERYBOY [*Weakening*]: Yes, I will. This is the very picture I want to see. [*Goes into show without hesitation.*]

SCENE 3

[*Everyboy dejected, head resting on his hands. Let a chair represent the log on which he is sitting.*]

EVERYBOY: Dear me! All but one of my pennies are gone. Now I have nothing for Mr. Bank.

MR. AMERICAN [*happening along*]: Hello, Everyboy. What is the matter?

EVERYBOY: Oh, nothing.

MR. AMERICAN: Yes, there is. Tell me; I am your friend.

EVERYBOY: I have spent my money. Only one penny is left and that will do no good.

MR. AMERICAN: What! Just one penny left?

EVERYBOY: I am very sorry.

MR. AMERICAN: Remember that it's the pennies that make the dollars. It's not too late to save the one penny. I'll call up Mr. Bank to see what can be done.

[*Telephone conversation, both sides of which are to be heard by the class.*]

MR. AMERICAN: Hello, Central! East 329, please!

MR. BANK: Hello! This is Mr. Bank.

MR. AMERICAN: Hello, Mr. Bank. This is Mr. American. Everyboy has spent all but one of his pennies. Is there anything you can do for him?

MR. BANK: Wait a minute. Let me think. Yes, yes, I can make him one more promise. If he will give me his penny now, two pennies next week, three the next, and so on, one year from today I will give him at least \$13.78.

MR. AMERICAN: Thank you. I'll bring him to you immediately. [*Hangs up the receiver.*] Come, Everyboy, Mr. Bank has a good plan. You can begin a savings account with your one penny.

[*While leaving the stage, Mr. American pats Everyboy on the back and says:*]

Save, my lad, for the days to come.

Drop in your pennies one by one.

224. A Story of Loyalty and Courage

While plowing one day, a farmer saw some huntsmen riding straight toward a large field of wheat. The farmer turned to the boy who was helping him and said, "Run quickly and close the gate into the wheat field. Allow no one to enter and trample it."

The boy at once obeyed. Soon the huntsmen rode up. "Open the gate," cried the leader. "Quick, or the fox will get away!"

"I can't do it, sir," answered the boy. "My master has forbidden me to allow any one to enter this field."

The huntsmen were annoyed at the delay, and one of them cried out, "Thrash the young beggar and break down the gate!" But the boy did not flinch.

"Here, my lad, here is a gold piece for you," said another. "Open the gate and the gold piece is yours." Still the boy stood silent before them.

Then a noble looking gentleman rode to the front of the party. "My boy," said he, "I am the Duke of Wellington, I am used to being obeyed. Open the gate at once."

The boy looked up into the eyes of the famous soldier and said, "I am sure that the great Duke of Wellington, who expects his soldiers to be loyal to him, would not wish me to be disloyal to my master."

The Duke answered, "I honor the man or the boy who cannot be forced, either by bribes, threats, or commands, into doing a disloyal act. Sir, I salute you!" So saying, he brought his hand smartly to his hat in military salute, then turned and rode away, followed by the other huntsmen.

In what three ways was this boy's loyalty tested? Did it require courage to be loyal when the huntsman threatened to thrash him? Did it require courage to refuse the gold piece? This boy had not only the kind of courage that could face a thrashing, but also the kind that could refuse to do a dishonorable act for the sake of money. The Duke of Wellington was the English general who defeated Napoleon at the famous Battle of Waterloo. You can see, then, that it took courage for the boy to remain loyal to his master in the face of the Duke's command.

What stories of courage and loyalty do you know? Perhaps you know the story of someone who was loyal to his country in the face of great danger. Make an outline of the story and tell it to yourself. Write the story. After you have written it, read it to yourself a few times so that you may read it to the class without hesitation. Check your work.



225. Sentences

This is an odd-looking market place. Did you ever see one like it in this country? How do the people bring their produce to market? What do the farmers' wives have to sell? Do you think it will be fresh and good? Why? Are there many people at market this morning? Some of the women seem to enjoy marketing; can you think why? How would you like to pick fruit or vegetables, load them into a boat, and then row to market?

This market place is in a city in Finland. Find Finland on the map; it is in the northern part of Europe. It used to be a part of Russia, but it is now an independent country.

In this exercise we shall learn some facts about these Finnish people, and at the same time we shall apply some of our language rules. Don't you think we should learn more than usual today?

Which of the following sentences are statements? Which are questions? Which are exclamatory sentences?

1. Finland is a land of many lakes and rivers.
2. How do the farmers come to market?
3. Many Finns go to church in boats.
4. The Finnish people sometimes take hammocks and lunch to church.
5. What long church services they have! They continue until three in the afternoon.
6. The warm summer days are very long.
7. The winters in Finland are cold and long, and the summers are short and hot.
8. In June the sun shines all night in the northern part.
9. In December, the sun does not shine at all in the northern part.
10. The sleighs look like little boats. Are they pulled by reindeer?
11. How are the women dressed?

Write a list of ten expressions which describe things you see in the picture. Here are three that I notice: a *large crowd*, a *plaid shawl*, *smooth water*. Arrange them in a column.

Write a story describing this picture, using as many of these expressions as you can. Check your work.

226. Poem Study

Do you ever look at the stars on a clear night and wonder what they are? Why are we unable to see the stars in the daytime? Do you know the names of any of the stars? Have you ever seen the Big Dipper? Describe it. If you can, tell how to find the North Star.

DAISIES

At evening when I go to bed
I see the stars shine overhead;
They are the little daisies white
That dot the meadows of the night.

And often, while I'm dreaming so,
Across the sky the moon will go;
It is a lady, sweet and fair,
Who comes to gather daisies there.

For, when at morning I arise,
There's not a star left in the skies;
She's picked them all and dropped them down
Into the meadows of the town.

FRANK DEMPSTER SHERMAN

Poem Study. What are the "meadows of the night"? What does the poet see in these meadows? Why do the stars make him think of daisies? What does he call the moon? What is she doing in the "meadows of the night"? In the morning what does the poet say the moon has done with the stars? How does he know?

Tell us what you have imagined about the stars as you have watched them at night. What feelings are aroused in you when you look at the stars? Memorize the poem.

Write a paragraph of six sentences using one of the following suggestions :

A. Pretend that the stars are little children at play and that the moon is a nurse watching over them.

B. Pretend that the stars are little lambs frisking in a beautiful meadow and that the moon is the shepherdess that cares for them.

227. Apostrophes

Which of the following sentences contain contractions? Where should the apostrophe be placed in each of these contractions? Which sentences contain a word which shows ownership? How should each of these words be written? Write the sentences correctly. Explain why you use the apostrophe in each case.

1. Hes a good boy.
2. Its too warm for me in here.
3. Weve come a long way.
4. My mothers coat is brown.
5. My mothers at home today.
6. Its feet were frozen.
7. There he is now.
8. Bobs knife will not cut butter.
9. Hows the weather outside?
10. Mr. Whites horse isnt safe.



228. Talking about Vacations

Sometimes a group of city children who are not very well and strong are given a week's outing in the country. This is evidently a picture of just such children. What a jolly time they are having with the load of hay! It is quite likely that most of them have never been on a farm before, and that haying and all other farm experiences are entirely new to them.

How do you think the children got on top of the load of hay? Do you think any more could get on the load? What might happen if they did? Would it be easy to fall off? Why? Who will drive the horses? Where will the boy ride who is now holding the horse's bridle? Where will the hay be unloaded? When the wagon is empty, will they all return to the field? Where will they get the hay to load the wagon again? Did you ever have fun such as these children are having? Tell about it.

Original Story. You will soon be having vacation. Read the following subjects and select one which you would like to talk about to the class. Make an outline and tell your story to yourself before class begins.

1. Some Books I Mean to Read During Vacation
2. Work That I Shall Do This Summer
3. How I Like to Spend the Fourth of July
4. A Day in the Country
5. A Day near the Water
6. A Day in the Park
7. A Trip to the City

229.* The Comma — Addressing People

Who is spoken to, or *addressed*, in each of the following sentences?

1. William, do hurry or you will be too late to see Henry.
2. I don't know, grandma, where mother put your glasses.
3. Yes, mother, George and I are coming right away.
4. Wait a minute, John. Henry is coming.
5. Did you see the Boy Scouts' parade, Estelle?
6. Come, Mabel, I have your coat as well as Mary's parasol.

What mark is placed between the name of the person addressed and the rest of the sentence? Sometimes the name of the person addressed comes in the middle of the sentence; how many of these punctuation marks are needed then?

The name of a person addressed should be separated from the rest of the sentence by a comma or commas.

Written Exercise. Copy the following sentences, placing the proper mark at the end of each and using a comma or commas wherever needed.

1. Harlan will you spin my top for me
2. I'll try to spin your top Jane
3. Here Beth are your books
4. Please give me a quarter father
5. Did father give you a quarter William
6. Father gave me a quarter John

7. I'll not talk any more Miss Brown
8. Did you write this Charles
9. Did Charles write this
10. Charles did you write this

230. Study of a Lullaby

What is a lullaby? Do you remember the Mother Goose lullaby, "Rock-a-bye, baby, on the tree top"?

Eugene Field, the author of the lullaby in this lesson, wrote many poems about children. Why do you suppose he did this? One of his best poems is about one of his own children. In the "Dutch Lullaby" he tells about the wonderful journey of the three fishermen, Wynken, Blynken, and Nod. After you have read the poem, you will know who the three fishermen are.

DUTCH LULLABY

Wynken, Blynken, and Nod one night
Sailed off in a wooden shoe—
Sailed on a river of misty light,
Into a sea of dew.

"Where are you going, and what do you wish?"

The old moon asked the three.

"We have come to fish for the herring-fish

That live in this beautiful sea;

Nets of silver and gold have we,"

Said Wynken,

Blynken,

And Nod.

The old moon laughed and sang a song,
As they rocked in the wooden shoe,
And the wind that sped them all night long
Ruffled the waves of dew;
The little stars were the herring-fish
That lived in the beautiful sea.
“Now cast your nets wherever you wish,
But never afeard are we!”
So cried the stars to the fishermen three,
Wynken,
Blynken,
And Nod.

All night long their nets they threw
For the fish in the twinkling foam,
Then down from the sky came the wooden shoe,
Bringing the fishermen home:
'Twas all so pretty a sail, it seemed
As if it could not be;
And some folk thought 'twas a dream they'd dreamed
Of sailing that beautiful sea;
But I shall name you the fishermen three:
Wynken,
Blynken,
And Nod.

Wynken and Blynken are two little eyes,
And Nod is a little head,
And the wooden shoe that sailed the skies
Is a wee one's trundle-bed;

So shut your eyes while mother sings
Of wonderful sights that be,
And you shall see the beautiful things
As you rock in the misty sea
Where the old shoe rocked the fishermen three,
Wynken,
Blynken,
And Nod.

EUGENE FIELD

Poem Study. Where were the three fishermen sailing? What was their boat? What did the moon ask them? What did they answer? How did they intend to catch the fish? What did the moon do? Was the old moon happy or sad? What words tell you? What did the wind do? What were the herring fish? Were they afraid of the three fishermen?

What did the fishermen do all night long? How did the fishermen get home? What did some people think about their journey?

What, really, were the three fishermen? What was the wooden shoe? Why does the poet think of the sea as "misty"? Try to use the poet's words in your own sentences.

Make a drawing illustrating this lullaby.

Think over all the poems studied this year. Write the title of each and, opposite the title, the name of the author. Which poem do you like best? Why do you prefer it? Can you recite it from memory? Who is the author? Do you know any other poems by this author? If so, what are they?

231. Test A. Punctuation

Directions. Copy the following sentences, placing periods, commas, question marks, or quotation marks where they are needed :

1. John please pick up the paper
2. Shall you be at the store
3. Mother said I shall bring you a new dress
4. The marbles were equally divided between the two boys
5. The children will have a picnic on Friday
6. My sister arrived yesterday
7. I wish I had gone to the circus
8. I wish that I lived in England said Elizabeth
9. Roger said that he could make a garden
10. Have you done your work yet

232. Test B. Capitalization

Directions. Copy the following sentences, using capital letters where they are needed :

1. boys like to play ball.
2. girls like to play with dolls.
3. the french children will soon learn to speak english.
4. john and i went to the city.
5. mr. brown lives at 389 main street.
6. i have just read "the tale of peter rabbit."
7. december is the last month of the year.
8. we live in the united states.
9. we have to go to school on monday.
10. on sunday we go to church.

233. Test C. Word Forms

Directions. Write these sentences, filling the blanks correctly. Select one of the words at the right of each sentence to fill the blank in that sentence.

1. The soldiers —— in automobiles. (come, came)
2. Have you —— my brother? (seen, saw)
3. Mary invited Alice and —— to her party. (I, me)
4. —— you here on Wednesday? (Was, were)
5. The dog —— seem cross. (doesn't, don't)
6. It is —— miles to the city. (to, too, two)
7. I have to go —— school now. (to, too, two)
8. My mother is —— down. (laying, lying)
9. I —— the wheel in motion. (sit, set)
10. We like to —— in the twilight. (sit, set)

234. Test D. Letter Writing

Write a friendly letter either to Arthur Miller or to his sister, Hazel Miller. They live at 92 Longfellow Street, Portland, Maine. Be sure to write the heading, salutation, complimentary closing, and signature.

CHECKING LIST

(Numbers in parentheses refer to lessons)

RULES FOR ORAL FORM

1. Always stand squarely on your feet. (1)
2. Talk quietly but distinctly enough to be heard by the child farthest from you. (2)
3. Choose a story which the class does not know. (2)
4. Do not use too many *and's*. (8)

RULES FOR WRITTEN FORM

1. The first letter in a sentence is always a capital letter. (6)
2. Place a period at the end of a statement. (6)
3. Writing should be plain and neat. (6)
4. All words should be spelled correctly. (6)
5. The first word of each line of poetry begins with a capital letter. (7)
6. Do not use too many *and's*. (8)
7. Place a question mark at the end of a question. (15)
8. The word *I* is always written as a capital letter. (16)
9. Write your name near the top of the page on the right-hand side. (19)
10. Write the date on the same line on the left-hand side. (19)
11. The first letter of the name of a country or of the people who live in a country is a capital letter. (26)

12. Begin the first word of a paragraph about one inch from the left-hand margin. (28)
13. All written work should be checked. (31)
14. An exclamation mark is used at the end of a sentence to express fear, joy, anger, surprise, or some other strong feeling. (34)
15. An apostrophe and *s* are added to the name of a person or thing to show ownership. (36)
16. Begin with a capital letter the name of a particular person, place, or thing. (37)
17. An apostrophe is used in a contraction in place of the omitted letter or letters. (51)
18. Leave a margin of an inch and a half at the left of the page. (54)
19. In correcting pencil errors, erase neatly. In correcting errors in ink, draw a line through the incorrect word and write the correct word neatly above it. (59)
20. A proper noun always begins with a capital letter. (134)
21. The first word, and every other important word, in a title should begin with a capital letter. (157)
22. Put quotation marks before and after the exact words of the speaker. (181)
23. Separate the quotation from the rest of the sentence by a comma, unless a question mark or an exclamation mark is needed. (181)
24. The first word of a quotation is usually begun with a capital letter. (181)
25. Capitalize the names of the days of the week. (190)
26. Capitalize the names of the months. (191)
27. Place a period at the end of every abbreviation. (194)

CHECKING LIST

28. A word must never be divided except between syllables. In dividing a word at the end of a line, a hyphen should be used to show that the word is not finished. A word of but one syllable cannot be divided. (207)
29. The name of a person addressed should be separated from the rest of the sentence by a comma or commas. (229)

LANGUAGE RULES

1. When you speak of yourself together with one or more other people, always mention yourself last. (62)
2. Most nouns form their plurals by adding *s* or *es* to the singular form. (130)
3. Always prepare an outline for the story you are going to write and begin a new paragraph for each topic in your outline. (146)
4. Always use *were* with *you* whether *you* refers to one person or to more than one. (164)

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